HOÀNG THỊ LỆ, *M.A* - NGUYỄN BẢO TRANG, *M.A*

# Thiết kế bài giảng Tiếng Anh

## 11

## nâng cao

☆☆

*Warm-up*
*Pre-reading*
*While-listening*
*Post-writing*
*Pre-speaking*
*While-reading*
*Post-listening*
*Pre-listening*
*While-writing*
*Post-reading*
*Pre-writing*
*While-speaking*
*Post-speaking*

**NHÀ XUẤT BẢN ĐẠI HỌC QUỐC GIA HÀ NỘI**

HOÀNG THỊ LỆ, *M.A* - NGUYỄN BẢO TRANG, *M.A*

# Thiết kế bài giảng Tiếng Anh
# 11 *nâng cao*
☆☆

NHÀ XUẤT BẢN ĐẠI HỌC QUỐC GIA HÀ NỘI

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*Biên tập nội dung*
ĐỨC HẠNH
*Sửa bản in*
HOÀNG VĨNH
*Trình bày bìa*
SƠN KỲ

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# Lời nói đầu

Quý đồng nghiệp thân mến,

Nhằm tạo điều kiện cho giáo viên Tiếng Anh có tài liệu tham khảo trong việc soạn giảng, chúng tôi biên soạn cuốn "Thiết Kế Bài Giảng - Tiếng Anh 11 Nâng Cao" với mong muốn có thể đóng góp phần nào trong việc giảm nhẹ bớt áp lực thời gian và công việc cho các giáo viên.

Với mỗi bài học, giáo viên có thể sử dụng nhiều phương pháp khác nhau để khai thác và truyền đạt kiến thức. Ở đây chúng tôi thiết kế mỗi bài dạy như một bài mẫu chi tiết với đầy đủ các bước hoàn chỉnh, từ việc cung cấp ngữ liệu cho đến các hoạt động vừa hứng thú vừa đáp ứng được các trình độ khác nhau của học sinh trong lớp. Mỗi bài học đều bắt đầu bằng một trò chơi, vừa nhằm mục đích gây hứng thú cho học sinh vừa giúp học sinh ôn lại kiến thức trong bài học trước và để giới thiệu chủ đề mới. Như vậy, mỗi bài dạy kĩ năng bao gồm các bước sau: **Warm-up, Pre-reading / ..., While-reading / ..., Post-reading / ...** và **Homework**.

Tương tự như vậy, mỗi bài dạy từ pháp và ngữ pháp bao gồm **presentation**, **practice** (controlled – freer), **production**, **consolidation**, và **homework**.

Do giới hạn về số trang, nên chúng tôi không kèm theo đáp án của các bài tập có ở trong sách giáo khoa, quý thầy cô có thể tham khảo trong Sách Giáo Viên. Ở đây chúng tôi chỉ đưa ra đáp án và phần trả lời gợi ý cho những hoạt động luyện tập mà chúng tôi thiết kế thêm. Những hoạt động trong sách giáo khoa đều có ghi chú thứ tự của hoạt động và số trang tương ứng.

Với các hoạt động có sử dụng tranh ảnh, chúng tôi có đính kèm tranh ảnh để quý thầy cô tiện sử dụng. Quý thầy cô cũng có thể tự vẽ dùng những nét đơn giản.

Chúng tôi soạn cuốn sách này dựa trên một trình độ học sinh nhất định. Vì vậy, với trình độ học sinh ở mỗi lớp, mỗi vùng, miền nhất định, quý thầy cô có thể linh hoạt thêm, bớt, hoặc thay đổi các hoạt động để cho phù hợp và hiệu quả. **Cuốn sách này cũng có thể áp dụng cho chương trình cơ bản, đặt biệt là những bài dạy kĩ năng viết**. Hi vọng cuốn sách thật sự hữu ích. Chúc quý thầy cô một năm học mới gặt hái nhiều thành công.

Cuốn sách chắc chắn không tránh khỏi những sai sót, rất mong sự góp ý của quý đồng nghiệp.

*Các tác giả*

# CÁC TỪ VIẾT TẮT

| | |
|---|---|
| SS: | the students (/ the class) |
| T-class: | teacher – class (between the teacher and the class) |
| SS-SS: | students – students |
| par. | paragraph |
| vocab. | vocabulary |
| pts | points |
| sth | something |
| sb | somebody / someone |
| p. | page |
| pp. | pages |
| n. | noun |
| v. | verb |
| adj. | adjective |
| adv. | adverb |
| idm | idiom |
| phr. v. | phrasal verb |

# LESSON PLAN

## Unit Nine

# Nature in Danger

**Lessons $N_o$ 1-2** **Reading**

| | | | |
|---|---|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to skim for general ideas.<br>- By the end of the lesson, the students are able to scan for specific information.<br>- By the end of the lesson, the students are more aware of the need to protect nature. | | |
| **Type of lesson** | - Skill-based (reading) | | |
| **Key Vocabulary** | - explode<br>- summit | - hallucinate<br>- deposit | - register<br>- junkyard |
| **Key structures** | - Climbers also bring with them canisters containing fuel to cook their meals. | | |
| **Anticipated problems** | - Some students may not be very willing to express themselves and share ideas. | | |
| **Materials** | - Textbook<br>- Chalk and board | <br>- Handouts | |

| Stage / Timing | Procedure | Aims | Focus | Materials |
|---|---|---|---|---|
| **1. Warm-up & lead-in**<br>(6-7') | **Game: World Knowledge Quiz**<br>- Divide the class into two groups, A and B.<br>- Tell the groups to take turns to choose a number and answer the question. With a correct answer, the group wins one point. If the group cannot answer it, the other group has a chance to give the answer and get the point. The group with more points will win the game.<br>- Check SS' understanding of instructions and have them start the game.<br>- Keep a running total of points for each group on the board.<br>- Declare the winner.<br>These are the questions used in the quiz:<br>1. What is the highest mountain in the world?<br>(Expected: Mount Everest)<br>2. What is the name of the famous mountain in Japan?<br>(Expected: Mount Fuji)<br>3. Name at least three famous national parks around the world.<br>(Expected: Yellowstone, Everglades, Cat Ba, Bach Ma, Nairobi, ...)<br>4. What is the most famous tourist attraction in Quang Binh?<br>(Expected: Phong Nha Cave)<br>5. What is the smallest continent in the world? | - To raise SS' interest and to lead to the topic | Groups<br>T-class | - Handouts<br>- Chalk & board |

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| | (Expected: Australia)<br>6. What is the biggest land mammal?<br>(Expected: the elephant)<br>- Ask SS: - What is the common topic of these things?<br>(Expected: Nature)<br>- What is happening to the nature?<br>(Expected: It is in danger. / Human beings are destroying it. /…) | - To engage SS, and let SS express their opinions | T-class | |
| | Transition: - Yes, nature is in danger because of human actions and activities. In Unit 9, we'll study this problem and find solutions to it.<br>- Write down on the board: **Unit 9 Nature in Danger - Reading** | | T-class | - Chalk & board |
| **2. Pre-reading**<br>(8 - 9') | **Matching pictures with tourist attractions**<br>- Tell SS to open their books to page 126, and look at the pictures; they are Mount Everest, the famous Ayers Rock of Australia, Yellowstone National Park, Mount Fuji National Park, Tram Chim National Park, and Phong Nha Cave; tell SS to match them with their names.<br>- Tell SS these famous places are being destroyed because of tourism. | - To help SS associate names with real things | T-class | - Textbook |
| | - Elicit how tourism do harm to them. Tell SS to check (√) the activities done by tourists that can be harmful and list more. (Task b, p. 127) | - To provide background knowledge for the reading | Indivi-duals | |
| (8 -10') | **Teaching Vocabulary**<br>- Elicit meanings from SS or give explanations or synonyms yourself.<br>. explode / ɪksˈpləʊd / (v.) = increase quickly (bùng nổ, bùng phát) | | | - Chalk & board |

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|---|---|---|---|---|
| | exˈplosion (n.)<br>• attempt / əˈtempt / (v.) = try, make effort (cố gắng, nỗ lực)<br>(n.)<br>• junkyard / ˈdʒʌŋkja:d / (n.) = bãi phế liệu<br>• summit / sʌˈmɪt / (n.) = peak, top (of a mountain) (đỉnh)<br>• hallucinate (v.) = see or hear sth when no such thing is present<br>/ həˈlu:sɪneɪt / (bị ảo giác)<br>hallucination (n.) hallucìˈnation (n.)<br>• survival / ˌsəˈvaɪvl / (n.) = state of continuing to live or exist<br>surˈvive (v.) (sự sống sót, tồn tại)<br>• deposit / dɪˈpɒzɪt / (n., v.) = sum of money that sb pays in advance in case he damages or loses sth he is renting (tiền cọc)<br>- Read the words one by one and ask SS to repeat. | - To provide SS with some language to help understand the text | T-class | |
| (5 - 6') | **Checking Vocabulary: Gap-filling**<br>- Give SS handouts and ask them to complete the sentences using the words just learned.<br>1. Living in the wild, animals have to struggle for __________<br>2. Dave said he would __________ to break the world record this time.<br>3. A few minutes after taking the drug, he began to __________<br>4. You have to pay a $50 __________ before you can move into the flat.<br>5. Together with the development of economy, world population | - To see if SS have learned the words and know how to use | T-class<br>Individuals | - Handouts |

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| | ____________ and reached 6 billion in the twentieth century.<br>6. Lots people have tried to climb to the ____________ of this mountain but not many have reached it.<br>- Tell SS to compare answer in pairs, and then check with the class.<br>Expected answers: 1. survival 2. attempt 3. hallucinate<br>4. deposit 5. exploded 6. summit | them in a new context | Pairs | |
| **3. While-reading**<br>(10-12') | **Activity 1: Identifying the best title** (Task a, p.128)<br>- Ask SS to read the passage and then choose the best title for the text.<br>- Call on SS to say what they choose and give explanations.<br>- Go over the answer with the class.<br>(Tell SS pars. 2 and 3 are about the problems caused by tourists, and par. 4 is about how the problem is solved.) | - To develop SS' skimming skills | Indivi-duals | - Textbook |
| (14-15') | **Activity 2: Questions and Answers** (Task b, p. 128)<br>- Tell SS to read the text again and find answers to the questions, and then work with a partner to ask and answer the questions.<br>- Go around to monitor and give help if necessary.<br>- Call on pairs of SS to ask and answer, and check with the class. | - To provide some practice on scanning skill | Indivi-duals<br>Pairs | - Textbook |
| (10-12') | **Activity 3: True – False Statements**<br>- Give SS handouts with statements about Mt. Everest and tell them to decide if they are True, False or Not Given according to the text.<br>- Ask SS to work with a partner and compare answers. | - To provide | T-class | - Handouts |

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| | - Call on SS to read the statements and say their choice.<br>- Go over the answers with the class.<br>These are the statements in the handout:<br>1. ☐ Tourism in Nepal has increased quickly because lots of people want to visit Mount Everest.<br>2. ☐ The Southeast Ridge is the summit of Mount Everest.<br>3. ☐ Lots of climbers hallucinate because of lack of oxygen.<br>4. ☐ Sherpas are native Himalayan guides or porters in the mountains.<br>5. ☐ According to the new law, climbers have to pay a $5,000 deposit before leaving the country.<br>Expected answers: 1. T 2. F (No, it's the most famous route to the summit, not the summit itself.) 3. NG 4. T 5. F (before climbing the mountain) | check comprehension | Individuals<br>Pairs | - Chalk & board |
| **4. Post-reading**<br>(14-15') | **Discussion**<br>- Ask SS to work in groups of 4 or 5, and discuss the problems in Viet Nam's national parks and famous tourist attractions, and then suggest solutions to the problems.<br>- Go around to control and give help if necessary.<br>- Call on SS to report about their groups' ideas and encourage SS to argue for or against their friends' ideas.<br>- Give feedback and comments on what SS have. | - To provide SS with some free practice and to have them express themselves | T-class<br>Groups<br>SS-SS | - Chalk & board |

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| **5. Home-work**<br>(2') | **Summary completing**<br>- Give SS handouts of a summary of the reading text and ask them to complete it by using one word in each space.<br>This is the handout:<br>*Complete the summary of the text, using one word in each space.*<br>Tourism in Nepal has (1)........... thanks to Mount Everest, which attracts lots of tourists to come and conquer. However, tourism has turned this highest mountain into a (2)......... when climbers leave all their (3)........... equipment behind on the mountain. This has caused (4)........... problems and threatens to destroy the natural environment and beauty of Mount Everest. To (5)........... the problems, a special expedition team has been organized to (6)........... up the garbage, and a new law which requires expeditions to pay a $5,000 (7)........... before their climb has been passed in an attempt to (8)........... this tourist attraction.<br>Expected answers: 1. exploded / increased quickly 2. junkyard<br>3. used 4. environmental 5. solve<br>6. clean 7. deposit 8. protect | and share ideas<br>- To give more practice at home about the content of the text | Indivi-duals | - Handouts |

# LESSON PLAN

## *Unit Nine* — *Nature in Danger*

**Lesson $N_0$ 3** **Listening**

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| **Outcomes** | - By the end of the lesson, the students are able to listen and understand general ideas.<br>- By the end of the lesson, the students are able to listen for specific details. |
| **Type of lesson** | - Skill-based (listening) |
| **Key Vocabulary** | - environment-friendly<br>- intention<br>- disturb<br>- wash away |
| **Key structures** | - So ecotourism is environment-friendly, isn't it? |
| **Anticipated problems** | - Some students at the back may have difficulty listening to the CD player. |
| **Materials** | - Textbook<br>- Chalk and board<br>- CD player<br>- Cards<br>- Poster |

| Stage / Timing | Procedure | Aims | Focus | Materials |
|---|---|---|---|---|
| **1. Warm-up**<br>(5 - 6') | **Game**: **Word grid**<br>- Prepare a poster of a word grid with 10 rows. (You can prepare a poster with all the words in their rows and cover each row with a piece of paper. When SS get it right, you just need to uncover that row.) (**Appendix**)<br>- Ask SS to work in two groups, A and B.<br>- Tell SS to take turns to choose a numbered row.<br>- Read the explanation for the word in that row, and the group try to say what the word is. If the group get it right, they score 1 point. If they get it wrong, the other group have the chance to say the word and score the point.<br>- After 5 rows have been revealed, the groups are allowed to guess the key word in the column. If they get it right, they win 5 points.<br>- The group that have more points will win the game.<br>- Check SS' understanding of instructions and have them start the game.<br>- Keep a running total of points for each group on the board.<br>- Declare the winner.<br>Transition: - Ecotourism is a popular kind of travel today. You're going to listen to a talk about the effects of ecotourism on the environment. But first, what do you know about 'Ecotourism'? | - To create interest, check up vocab. and introduce the topic | Groups<br>T-class<br>T-class | - Poster<br>- Chalk & board |

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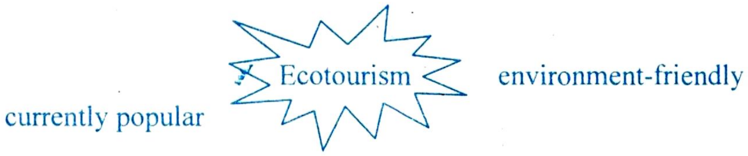
| **2. Pre-listening**<br>(5 - 6') | - Write down on the board: **Unit 9 Nature in Danger - Listening**<br>**Brainstorming**<br>- Ask SS to write down things they know about ecotourism.<br> <br>- Note down SS' ideas on the board. | - To engage SS and elicit ideas | T-class | - Chalk & board<br>- Chalk & board |
| (5 - 7') | **Talking about the pictures** (Task a, p.129)<br>- Tell SS the tourists in the pictures are taking an eco-tour<br>- Ask SS to say what these people might be doing, and then ask them if what these eco-tourists do does any harm to the environment. | - To prepare SS for the listening | T-class | - Textbook |
| **3. While-listening**<br>(5 - 8') | **Activity 1: True – False Statements** (Task b, p.130)<br>- Tell SS they are going to listen to a talk by an environmentalist about the effects of ecotourism.<br>- Ask SS to listen to the first part of the talk and decide if the statements in Task b are True (T) or False (F).<br>- Let SS listen for the second time if necessary.<br>- Go over the answers with the class. | - To give practice in listening for details | Individuals | - Textbook<br>- CD player |

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| (7 - 8') | **Activity 2: Listen and Complete the table** (Task c, p. 131)<br>- Ask SS to listen to the second part and complete the table about the activities done by eco-tourists and their effects on the environment.<br>- Tell SS to compare answers with a partner.<br>- Call on SS to read their name the activities and their effects, and check with the class. | - To focus SS on specific details | T-class<br>Individuals<br>Pairs | - Textbook<br>- CD player |
| **4. Post-listening**<br>(8 - 9') | **Speaking: Discussion**<br>- Arrange SS into small groups.<br>- Ask them to discuss the possible effects of eco-tour activities, both positive and negative ones.<br>- Move around to monitor and give help if necessary.<br>- Call on SS to report about their groups' discussion.<br>- Give comments and feedback. | - For SS to express themselves and share ideas | Groups<br>SS-SS | - Chalk & board |
| **5. Home-work**<br>(1') | **Sentence Building**<br>- Give SS the following handout and ask them to do the exercise at home.<br>*Make meaningful sentences using the words given.*<br>1. Eco-tourism / be very popular today / be a fashionable label / travel / concerned / environment<br>2. Eco-tourists / feel / they / part / solution / not part / problem<br>3. However, / many / activities / cause / harm / environment / without | - For SS to practise sentences structures and review the content of the text | Individuals | - Handouts |

| | | | | |
|---|---|---|---|---|
| | / awareness<br>Expected answers:<br>1. Eco-tourism, which is very popular today, is a fashionable label for travel concerned with the environment.<br>2. Eco-tourists feel they are part of the solution, not part of the problem.<br>3. However, many of their activities cause harm to the environment without their awareness. | | | |

**Appendix: Word grid**

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | | | | | | | **E** | X | P | L | O | D | E |
| 2. | H | A | L | L | U | **C** | I | N | A | T | E | | |
| 3. | | D | E | P | **O** | S | I | T | | | | | |
| 4. | | A | T | **T** | E | M | P | T | | | | | |
| 5. | | | | R | **O** | U | T | E | | | | | |
| 6. | | | | | J | **U** | N | K | Y | A | R | D | |
| 7. | | | | | S | U | **R** | V | I | V | E | | |
| 8. | | | | G | U | **I** | D | E | | | | | |
| 9. | R | E | G | I | **S** | T | E | R | | | | | |
| 10. | | S | U | **M** | M | I | T | | | | | | |

**The explanations for the word grid:**

1. A verb that means 'increase quickly'.
2. A verb that means 'see sth that is not present'.
3. A sum of money paid in advance for sth rentec.
4. A verb that means 'try, or make an effort'.
5. The noun that means 'the way to somewhere'.
6. Mt. Everest is called a …….. because of garbage.
7. A verb that means 'continue to exist or live'.
8. A person who leads an expedition and show them the way.
9. A verb that means 'write your name in a list'.
10. The peak or top of a mountain.

# LESSON PLAN

## *Unit Nine* *Nature in Danger*

**Lesson $N_0$ 4** **Speaking**

| | |
|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to ask for explanations.<br>- By the end of the lesson, the students know how to give explanations for actions. |
| **Type of lesson** | - Skill-based (speaking) |
| **Key Vocabulary** | - life jacket - canal<br>- binoculars - get lost |
| **Key structures** | - Why should tourists wear sunglasses?<br>- Wee, the thing is, the sunlight there is very strong. |
| **Anticipated problems** | - Some students may not be confident enough to express themselves in English. |
| **Materials** | - Textbook - Cards<br>- Chalk and board - Handouts |

ĐẠI HỌC QUỐC GIA HÀ NỘI
TRUNG TÂM THÔNG TIN THƯ VIỆN
LC/1882

| Stage / Timing | Procedure | Aims | Focus | Materials |
|---|---|---|---|---|
| **1. Warm-up**<br>(5 – 6') | **Game: Cut-up Sentences**<br>- Divide SS into small groups.<br>- Give each group a set of cards with phrases of sentences cut up.<br>- Shuffle the cards and tell SS to work in their groups and put the phrases into sentences of a short exchange between A and B. Then stick the exchange on the board.<br>These are the sentences and how they are cut:<br>***People say that / ecotourism / is environment-friendly / Why do / you think / it does / harm / to the environment?***<br>***The thing / is / the activities / done by / eco-tourists / indirectly cause / harm / to the environment / and they don't even / realize this.***<br>This is the exchange:<br> A People say that ecotourism is environment-friendly. Why do you think it does harm to the environment?<br> B The thing is, the activities done by eco-tourists indirectly cause harm to the environment and they don't even realize this.<br>- The first group to finish and get it all correct will win the game.<br>- Check SS' understanding of instructions and have them start the game.<br>- Declare the winner. | - To create interest, and to introduce the topic<br>- To make sure SS know what they are going to do | Groups<br>T-class | - Cards<br>- Board |

|  |  |  |  |  |
|---|---|---|---|---|
|  | Ask SS: - What does A want to know? (Expected: He wants to know why B thinks ecotourism is harmful to the environment./ or sth similar.)<br>- What is B doing? (Expected: He's giving A explanations.)<br>Transition: - Today we will practise asking for and giving explanations for actions. | - To lead to the lesson | T-class | - Chalk & board |
| **2. Pre-speaking**<br>(4 – 5') | - Write down on the board:<br>**Unit 9 Speaking – Giving Explanations for Actions** |  |  | - Chalk & board |
|  | **Eliciting and Introducing Useful Language**<br>- Elicit from SS the structures used to ask for reasons for actions and those used to give explanations of actions.<br>**Useful Expressions**<br>*Asking for an Explanation*: Why should …? / Why shouldn't …? / What … for?<br>*Giving an Explanation*:<br>. Because<br>. The thing is<br>. If I could explain<br>} + clause<br>. … so that<br>. … so as to/ so as not to<br>. … in order to/ in order not to<br>} + inf.<br>- With a student, read the example exchange. | - To challenge SS to generate key structures<br>and to facilitate speaking activities later | T-class | - Chalk & board |

| | | | | |
|---|---|---|---|---|
| (4 - 5') | **Completing the Brochures** (Task a, pp.132-133)<br>- Tell SS to complete the brochures for tourists in Task a using the information in the box and the tour guide's notes.<br>- Ask SS to compare answers with a partner.<br>- Go over the answers with the class. | - To prepare SS for the next tasks | Individuals<br>Pairs | - Textbook |
| **3. While-speaking**<br>(9 – 11') | **Activity 1: Role-play** (Task b, p. 134)<br>- Arrange SS to work in groups of 4, one is the tour guide, the others are tourists.<br>- Ask SS to act out the conversation between the tourists, asking for the reasons why they should or shouldn't do these things, and the tour guide, giving explanations for these actions.<br>- With a student, give a model.<br>- Tell SS to change roles for different tourist attractions.<br>- Call on some SS to act out in front of the class. | - To provide some controlled practice | Groups<br>SS-SS | - Textbook |
| (10-12') | **Activity 2: Fold-up Sentences**<br>- Ask SS to work in groups of 4 (as 1, 2, 3, and 4 in a row).<br>- Give each group a piece of paper and a name of a place, i.e. Mt. Everest.<br>- Tell SS that all students N<sub>0</sub> 1 will write a question for the reason why tourists should do a certain thing, and then fold it up and pass it to students 2. Students 2 will write an explanation for a certain thing that tourists should do, fold it up and pass it to students 3. Students 3 write a | - For SS to make sentences of their own<br>- Unexpec- | Groups<br>Individuals | - Pieces of paper |

| | | | | |
|---|---|---|---|---|
| | question for the reason why tourists shouldn't do a certain thing, fold it up and pass it to students 4. Students 4 then write an explanation for a certain thing that tourists shouldn't do there, on Mt. Everest.<br>This is an example:<br>Why should tourists bring warm clothes?<br>The thing is, it is quite cold at the top.<br>Why shouldn't tourists make a fire?<br>Because it will pollute the environment.<br>(In the example, sentences by student 1 and student 2 match very well, but those by student 3 and student 4 don't really match.)<br>- Remind SS not to look at their friends' sentences.<br>- Go around to monitor and note down errors for correction later.<br>- When SS have finished, collect the folded pieces.<br>- Call on some SS to the front of the class to act out the exchanges.<br>- Ask SS to discuss and comment on the conversations, whether the questions and answers match or not, whether the actions or reasons are suitable.<br>- Give comments and feedback. | ted things can be fun<br>- To provide SS a chance to check their work | SS-SS | - Pieces of paper |

| | | | | |
|---|---|---|---|---|
| **4. Post-speaking**<br>(4 – 5') | **Listening and Responding**<br>- Read explanations one by one and ask SS to say what actions are mentioned.<br>- Check with the whole class.<br>*These are the explanations*:<br>1. Well, because it might be very cold underground.<br>2. The thing is, the strong sunlight there can be harmful to your skin.<br>3. … in order to avoid cuts on rough rock surfaces.<br>4. … so that you won't get lost.<br>5. The thing is, cigarette buds can cause fires.<br>Expected Actions:<br>1. should bring warm clothes<br>2. should wear sunscreen<br>3. should wear sports/walking shoes<br>4. shouldn't leave the group<br>5. shouldn't smoke | - To integrate some listening and to give some consolidation | T-class<br>Individuals | - Handouts |
| **5. Homework**<br>(1') | **Writing: Advice on what to do or not to do**<br>- Give SS a situation in which their relative is going to visit Mt. Everest.<br>- Tell SS to write a note to their relative to tell them what they should or shouldn't do there, plus explanations. | - For SS to practise writing on the same topic | T-class<br>Individuals | - Chalk & board |

## LESSON PLAN

## *Unit Nine* *Nature in Danger*

**Lessons N₀ 5** **Writing**

| | |
|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to compare trends and figures in a table.<br>- By the end of the lesson, the students are able to write a description of information in a table. |
| **Type of lesson** | - Skill-based (writing) |
| **Key Vocabulary** | - nearly - almost |
| **Key structures** | - There was a difference of 320 kg of used batteries collected.<br>- More oxygen bottles were collected in 1998 than in 1995. |
| **Anticipated problems** | - Some students seem not confident enough to express themselves in English. |
| **Materials** | - Textbook - Handouts<br>- Chalk and board - Poster |

<table>
<tr><th>Stage / Timing</th><th>Procedure</th><th>Aims</th><th>Focus</th><th>Materials</th></tr>
<tr>
<td><b>1. Warm-up & lead-in</b><br>(5 – 6')</td>
<td><b><u>Game</u>: More or Less?</b><br>- Hang a poster with 9 numbered boxes on the board.<br>- Divide SS into two groups, A and B.<br>- Tell the groups to take turns to choose a number 1 – 9, except 5.<br>- Tell SS each box contains a phrase with a number; number 5 has the same unit of measure as in any box. SS will have to make a sentence about the phrase and compare it with number 5.<br>- With a correct and logical sentence, the group wins one point. Otherwise, the other group has the chance to make a sentence and score the point.<br>- The group with more points will win the game.<br>- <u>The poster looks like this:</u>
<table>
<tr><td><b>1</b></td><td><b>2</b></td><td><b>3</b></td></tr>
<tr><td><b>4</b></td><td><b>5</b></td><td><b>6</b></td></tr>
<tr><td><b>7</b></td><td><b>8</b></td><td><b>9</b></td></tr>
</table>
<table>
<tr><td>2 tons of garbage</td><td>7 visitors</td><td>3 fires</td></tr>
<tr><td>US $5</td><td><b>5</b></td><td>4.6 kilos of rice</td></tr>
<tr><td>10 acres of land</td><td>1 liter of water</td><td>5 people</td></tr>
</table>
</td>
<td>- To create interest and to introduce the language point</td>
<td>Groups<br>T-class</td>
<td>- Poster</td>
</tr>
</table>

| | | | | |
|---|---|---|---|---|
| | Expected structures and sample sentences:<br>1. *less / smaller amount*: There was a smaller amount of garbage./ There was less garbage.<br>2. *more / bigger number*: There were more visitors to the place. / There was a bigger number of visitors to the place.<br>3. *fewer*: There were fewer fires last year.<br>4. *the same*: It costs the same. / The same amount of money was paid.<br>6. *almost the same/ similar*: He got almost the same amount of rice. / The amount of rice needed was similar / almost the same.<br>7. *more / larger / twice as large*: There was more land used for farming./ They need a larger area of land. / The space was twice as large.<br>8. *less / smaller amount*: They brought less water<br>9. *the same*. The number of people to visit the place was the same | - To focus SS on key structures | T-class | - Chalk & board |
| | - Elicit from SS when these structures of comparison are often used.<br>(Expected: to report about changes / to describe information in tables, ...)<br>Transition: - Yes, the structures of comparison and contrast are often used to report about changes illustrated in tables and graphs. Today we will practise using these structures in describing information in tables. | - To introduce the topic | T-class | |
| **2. Pre-writing**<br>(6 – 7') | - Write down on the board: **Unit 9 Writing - Describing Tables** | | | - Chalk & board |
| | **Eliciting and Introducing Useful Language**<br>- Tell SS that in order to write a report about changes of information in tables, they need to include the following: | - To provide | T-class | - Chalk & board |

<table>
<tr>
<td></td>
<td>
a. An introduction sentence (what the table is about)<br>
b. The kind of change (increase or decrease)<br>
c. The period of time involved<br>
d. A comparison of different sets of information<br>
- Elicit and introduce to SS the ways we can talk about these things:<br>
<b>a. Some verbs often used in the introduction sentence</b>:<br>
describes / shows / represents / illustrates / indicates / reveals<br>
E.g.: The table describes the amount of garbage collected …<br>
<b>b. Some phrases used to describe changes</b>:
<table>
<tr><th colspan="2"><u>Verb + adv.</u></th><th colspan="2"><u>Adj. + Noun</u></th></tr>
<tr><td>rise</td><td>slightly</td><td>slight</td><td>rise</td></tr>
<tr><td>increase</td><td>steadily</td><td>steady</td><td>increase</td></tr>
<tr><td>go up</td><td>sharply</td><td>sharp</td><td>decrease</td></tr>
<tr><td>decrease</td><td>gradually</td><td>gradual</td><td>decline</td></tr>
<tr><td>decline</td><td>dramatically</td><td>dramatic</td><td>fall</td></tr>
<tr><td>go down</td><td>significantly</td><td>significant</td><td>drop</td></tr>
<tr><td>fall/drop</td><td></td><td></td><td></td></tr>
</table>
Some other phrases: <i>remain the same, remain unchanged, remain stable, fluctuate between … and …, experience some fluctuations</i><br>
<b>c. Expressions of time</b>:<br>
Between 1995 and 1998 …
</td>
<td>SS with an outline of the description<br><br>- To give some useful language to facilitate writing tasks later</td>
<td>T-class</td>
<td>- Chalk & board</td>
</tr>
</table>

| | | | | |
|---|---|---|---|---|
| | In 1999 … / Since 2005 …<br>**d. Expressions of comparison**:<br>compared with … similar to …<br>in comparison with … the same (as) …<br>more / fewer / less … than … a difference of …<br>- Review the use of some words:<br>more + plural countable nouns / singular uncountable nouns<br>fewer + plural countable nouns<br>less + singular uncountable nouns<br>a number of + plural countable nouns<br>an amount of + singular uncountable nouns | - To provide review on structures | T-class | - Chalk & board |
| (2 - 3') | **Reading and Recognizing**<br>- Ask SS to study the table and read the description on page 134, then underline the expressions of comparison used in the description.<br>- When they have finished, tell SS to compare answers with a partner.<br>- Call on some SS to read the phrases and check with the class.<br>(Expected answers: More oxygen bottles … than …, there was a difference of …, nearly the same …) | - For SS to focus on key structures | Individuals<br>SS-SS | - Textbook |
| **3. While-writing**<br>(6 - 7') | **Activity 1: Gap-filling**<br>- Put SS into pairs, and give each pair a handout of a gapped description of the information in Table 1. | - To provide some controlled | Pairs | - Textbook<br>- Handouts |

|  |  |  |  |  |
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|  | - Tell SS to study the table and complete the description with suitable information.<br>- When they have finished, tell SS to compare answers in small groups.<br>- Go over the answers with the class.<br>This is the description for the handout:<br>Table 1 shows the (1)………… situation in three Southeast Asian (2)…………, Cambodia, Indonesia, and Laos between 1990 (3)………… 2005. As can be seen, Indonesia had (4)………… forest cover, with 116.5 (5)………… in 1990, very much larger than Laos' and Cambodia's, which were only 17.3 and 12.9 million hectares respectively. The figures also indicates that within (6)…………, from 1990 to 2005, Indonesia had the highest percentage of forest loss, at (7)…………, while (8)………… at 19.3 percent and Laos the (9)………… at only (10)………… .<br>Expected answers: 1. deforestation 2. countries 3. and<br>4. the largest 5. million hectares 6. 15 years 7. 24 percent<br>8. Cambodia 9. lowest 10. 6.7 percent | practice and provide more samples | Groups<br>Indivi-duals |  |
| (12-15') | **Activity 2: Writing a Description** (Task 2, p. 135)<br>- Write on the board a list of questions about the information in Table 2, | - To make the | Indivi-duals | - Textbook |

| | | | | |
|---|---|---|---|---|
| | and ask SS to study the table and find the answers to the questions.<br>- Tell SS to use conjunctions and connectors to make a complete description from the answers.<br>These are the questions:<br>1. What does Table 2 show? (where and when?)<br>2. Were there more or fewer fires in 1990 than in 1980?<br>3. What about the acres burned in 1990 compared with 1980?<br>4. Compare the number of fires in 1990 and 2000.<br>5. Compare the number of acres burned in these two years.<br>6. Say how different they were in the two years.<br>- Go around to control and give help if necessary. | writing task easier for SS | | - Chalk & board |
| **4. Post-writing**<br>(3 – 4') | **Peer correction**<br>- When they have finished, call on two students to write their descriptions on the board.<br>- Tell the class to read together and give correction if necessary.<br>- Invite SS to give comments on their friends' writing.<br>- Give feedback and comments. | - To give SS a chance to correct and learn from one another | T-class<br>SS-SS | - Chalk & board |
| **5. Home-work** | **Language Review**<br>- Ask SS to review the language used to describe changes and to make comparison. | Something to do at home | Indivi-duals | -Textbook |

# LESSON PLAN

## Unit Nine Nature in Danger

**Lessons N$_0$ 6 - 7** **Language Focus**

| | | |
|---|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to use the suffix *-al*.<br>- By the end of the lesson, the students are able to use to-infinitive phrases or participle phrases in stead of relative clauses. | |
| **Type of lesson** | - Grammar-based (suffix *-al*, reduced relative clauses) | |
| **Key Vocabulary** | - round the clock<br>- compulsory | - poacher<br>- search for |
| **Key structures** | - Who was the first man to land on the Moon?<br>- The man talking to the manager is my new flat mate. | |
| **Anticipated problems** | - Some students may be too shy to share ideas with others. | |
| **Materials** | - Textbook<br>- Chalk and board | - Handouts<br>- Pieces of paper |

| Stage / Timing | Procedure | Aims | Focus | Materials |
|---|---|---|---|---|
| **1. Warm-up**<br>(6 – 8') | **Game: Word Formation**<br>- Divide SS into small groups and give each group a piece of paper.<br>- Write down a list of words on the board and ask the groups to form as many new words as possible from the words given. Tell SS they can change the spelling if necessary.<br>- Set a time limit and have SS start the game.<br>- When they have finished, collect the pieces of paper and check with the class.<br>- The group with more correct words will win the game.<br>This is the list of words:<br>**educate read nation**<br>**approve deny**<br>Expected:<br>Educate: education, educational, educationalist, educated, uneducational, educationally, uneducated, educator<br>Read: readable, unreadable, reader<br>Nation: national, nationally, international, internationally<br>Approve: approval, approving, approvingly, disapprove, disapproval, disapproving, disapprovingly | - To create interest and to introduce the language point | Groups | - Chalk & board<br>- Pieces of paper |

| | | | | |
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| | Deny: denial, deniable, undeniable, undeniably<br>- Ask SS: - What do you add when you form new words?<br>(Expected: prefixes or suffixes)<br>- What does a prefix or suffix do to the word stem?<br>(Expected: change the meaning or word-class of the word) | - To focus SS on the formation of words | T-class | - Chalk & board |
| | Transition: - Yes, and part of today's lesson will focus on the suffix -*al*. | | T-class | - Chalk & board |
| **2. Word study**<br>(8 – 10') | - Write down on the board: **Unit 9** **Language Focus**<br>**The Suffix -*al***<br>- Elicit from SS the function of the suffix -*al* in a word.<br>Expected: The suffix -*al* changes the word-class of the word.<br>- Tell SS the suffix -*al* can help recognize the word class, that is, noun or adjective.<br>. **verb + al = noun**<br>E.g.: survive + al = survival<br>. **noun + al = adjective**<br>E.g.: option + al = optional | - For SS to recognize the form and use of the suffix | T-class | - Chalk & board |
| (6 – 7') | **Activity 1: Noun or Adjective?** (Task a, p.135)<br>- Ask SS to read the words and decide if they are noun or adjective. Write N or A next to the words.<br>- Tell SS to compare answers with a partner. | - To focus SS on the word class | Individuals | - Textbook |

| | | | | |
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| | - Go over the answers with the class and check if they know the meanings of these words. | | T-class | |
| (5 – 7') | **Activity 2: Gap-filling** (Task b, p.136)<br>- Tell SS to read the exchanges and complete each space with a suitable noun or adjective from the list in Task a.<br>- Call on some pairs to read the exchanges and check the answers with the class. | - To put the language learnt in context | Individuals<br>Pairs | - Textbook |
| (6 – 8') | **Activity 3: What and Where?**<br>- Give out handouts and ask SS to write a suitable word in the correct column.<br>- Tell SS to compare answers with a partner and then go over the answers with the class.<br>This is the handout:<br>Write the correct word in the correct column. Otherwise, put a cross (×). | - More practice with word formation | Individuals<br>Pairs | - Handouts |

| | **Adj. ending in *-al*** | **Noun ending in *-al*** | **Other** |
|---|---|---|---|
| dispose | × | disposal | × |
| universe | | | |
| practice | | | |
| arrive | | | |
| nature | | | |

<table>
<tr>
<td></td>
<td>
<table>
<tr><td>parent</td><td></td><td></td><td></td></tr>
<tr><td>sign</td><td></td><td></td><td></td></tr>
<tr><td>value</td><td></td><td></td><td></td></tr>
<tr><td>mind</td><td></td><td></td><td></td></tr>
<tr><td>renew</td><td></td><td></td><td></td></tr>
</table>
<u>Expected answers</u>:
<table>
<tr><th></th><th>Adj. ending in <i>-al</i></th><th>Noun ending in <i>-al</i></th><th>Other</th></tr>
<tr><td>dispose</td><td>×</td><td>disposal</td><td>×</td></tr>
<tr><td>universe</td><td>universal</td><td>×</td><td>×</td></tr>
<tr><td>practice</td><td>practical</td><td>×</td><td>×</td></tr>
<tr><td>arrive</td><td>×</td><td>arrival</td><td>×</td></tr>
<tr><td>nature</td><td>natural</td><td>×</td><td>×</td></tr>
<tr><td>value</td><td>×</td><td>×</td><td>valuable</td></tr>
<tr><td>sign</td><td>×</td><td>signal</td><td>×</td></tr>
<tr><td>parent</td><td>parental</td><td>×</td><td>×</td></tr>
<tr><td>mind</td><td>mental</td><td>×</td><td>×</td></tr>
<tr><td>renew</td><td>×</td><td>renewal</td><td>renewable</td></tr>
</table>
</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><b>3. Gram-mar</b><br>(13-15')</td>
<td><b><u>Reduced Relative Clauses</u></b><br>- Write on the board some sentences with relative clauses:</td>
<td>- To review a grammar</td>
<td>T-class</td>
<td>- Chalk & board</td>
</tr>
</table>

| | | | | |
|---|---|---|---|---|
| | a. Louis Armstrong was the first man who landed on the Moon.<br>b. The man who is talking to the manager is my new flat mate.<br>c. The house which was built over 100 years ago is still in good shape.<br>- Ask SS what these sentences have in common.<br>Expected: They all contain a relative clause. | point and introduce a new one | T-class | |
| | - Tell SS to rewrite the sentences in other possible ways.<br>Expected:<br>a. Louis Armstrong was the first man to land on the Moon.<br>b. The man talking to the manager is my new flat mate.<br>c. The house built over 100 years ago is still in good shape.<br>- Underline the phrases and tell SS to pay attention to these.<br>- Tell SS these are non-finite clauses (to-infinitive phrase, present participle and past participle phrases) reduced from relative clauses. | - To challenge SS to generate key structures | T-class | - Chalk & board |
| | - Elicit and introduce different ways of reducing relative clauses.<br>**1.** To-infinitives can be used to replace Relative Clauses when the preceding noun/pronoun contains **the first/second,** etc., **the next, last, only** and **the superlatives.**<br>We can leave out the noun (except after **only**) if the meaning is clear.<br>- *The captain was **the last person who left** the sinking ship.*<br>*The captain was **the last to leave** the sinking ship.* | - To introduce the language point | T-class | - Chalk & board |

|  |  |  |  |  |
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|  | **To-infinitives** can also be used to replace relative clauses when there is an idea of purpose or permission.<br>- *Jane had a few letters **that she had to type**.*<br>*Jane had a few letters **to type**.*<br>**2. Present Participles** can be used to replace relative clauses when the verb in the clause is active. (relative pron. + active verb = present participle)<br>This structure is often used when the verb in the clause is in the *progressive* tense, expresses a *habitual* or *continuous* action, or expresses a *wish* (e.g.: *wish, desire, want, hope*)<br>- *The boy **waiting** outside is her classmate.*<br>- *People **working** in this office have to wear uniform.*<br>- *Young people **wishing** to succeed in life should work hard.*<br>Present participle is not used for a single action in the past.<br>- **The man wants to see people ~~seeing the UFO last night.~~*<br>**3. Past Participles** can be used to replace relative clauses when the verb in the clause is passive. (relative pron. + passive verb = past participle)<br>- *The school **which was founded** years ago is still there.*<br>*The school **founded** years ago is still there.* |  |  |  |
| (8-10') | **Activity 1****: Answering Questions** (pp.136-137)<br>- Tell SS to answer the questions in the task using a to-infinitive phrase as | - To provide controlled | Indivi-duals | - Textbook |

| | | | | |
|---|---|---|---|---|
| | the reduced form of the relative clause.<br>- Call on some pairs to act out the conversations.<br>- Go over the answers with the class. | practice | Pairs | |
| (7 – 9') | **Activity 2: Sentence Transformation** (pp. 137-138)<br>- Read the examples and ask SS why a certain phrase is used.<br>- Tell SS to rewrite the sentences, using to-infinitive phrases, present or past participle phrases as the reduced form of relative clauses.<br>- Check SS' understanding of instructions and let them do the task.<br>- Call on SS to read their sentences and check with the class.<br>- Give feedback and comments. | - To give less controlled practice | Indivi-duals<br>SS-SS | - Textbook |
| (10-12') | **Activity 3: Sentence Completion**<br>- Pair off SS and give each pair a handout.<br>- Tell SS to complete each sentence in a logical way, using a reduced phrase of a relative clause.<br>- Call on SS to write their sentences on the board and check with the class.<br>This is the handout:<br>*Complete each sentence in a logical way. Remember to include a reduced phrase of a relative clause. Look at the example.*<br>0. I don't like films ...*shown on TV. / made in studios*.....<br>1. Quite a few people **boycott** food ........................................ | - To provide free practice where SS make use of the language to express themselves | Pairs<br>SS-SS<br>T-class | - Handouts<br>- Chalk & board |

| | | | | |
|---|---|---|---|---|
| | 2. Is Nguyen Ngoc Truong Son the youngest Vietnamese ............. ?<br>3. Your property is everything ...............................................<br>4. It was a fascinating match but Beckham was the only .................<br>5. English is the language ..................................................<br>6. The World Cup is ........................................................<br>*boycott (v.) : refuse to buy ... (tảy chay)*<br>Some suggested sentences: (SS' answers – anything that is logical.)<br>1. Quite a few people boycott food imported from China./sold in this shop./ ...<br>2. Is Nguyen Ngoc Truong Son the youngest Vietnamese to win world championship?<br>3. Your property is everything belonging to you. / owned by you.<br>4. It was a fascinating match but Beckham was the only player to score goals.<br>5. English is the language spoken by millions of people around the world./ widely used in many fields.<br>6. The World Cup is a sports event held every four years./ attracting millions of spectators./ watched by millions of people worldwide. | | | |
| **4. Home-work** (1') | **Sentence Making**<br>- Ask SS to make some sentences containing reduced relative clauses of different types. | - More practice at home | Indivi-duals | - Chalk & board |

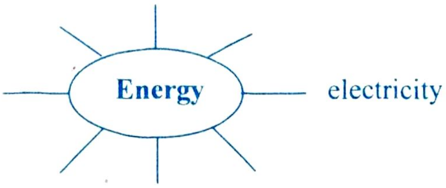
# LESSON PLAN

## *Unit Ten* *Sources of Energy*

**Lessons $N_o$ 1-2** **Reading**

| | |
|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to skim for general ideas.<br>- By the end of the lesson, the students are able to scan for specific information.<br>- By the end of the lesson, the students are able to understand the content of the text. |
| **Type of lesson** | - Skill-based (reading) |
| **Key Vocabulary** | - dim - urgent - respiratory - grind<br>- arduous - carry out - expose - generate |
| **Key structures** | - One-third of humanity does not have modern energy supplies, with which their life could be improved. |
| **Anticipated problems** | - Some students may be too shy to speak and share ideas. |
| **Materials** | - Textbook - Chalk and board - Handouts |

| Stage / Timing | Procedure | Aims | Focus | Materials |
|---|---|---|---|---|
| **1. Warm-up & lead-in**<br>(7- 8') | **Game: 'Stop the Bus'**<br>- Arrange the class in four or five groups.<br>- Tell each group to take out a sheet of paper.<br>- Tell SS you're going to ask them to write down three certain things each time. They will listen and do what you ask them to as quickly as possible.<br>- Tell SS that when they have the words, they must shout "Stop the bus!" and hold their group's sheet of paper in the air to win.<br>- Read the words and check with the class before awarding points to the group. The group with more points wins the game.<br>- Check SS' understanding of instructions and have them start the game.<br>These are the phrases on the handout:<br>1. Three things you can feel but cannot see (suggested: wind, heat, cold..)<br>2. Three things you can use to cook (suggested: gas, electricity, wood, ..)<br>3. Three planets we can see clearly from the Earth (suggested: Sun, Moon, Mercury)<br>4. Three kinds of liquid (suggested: water, oil, petrol, …)<br>- Declare the winner.<br>- Ask SS: - From the things we've got, guess the topic of the next unit.<br>(Expected: Energy / Sources of Energy) | - To raise SS' interest and to lead to the topic<br>- To introduce the topic | Groups<br>T-class<br>T-class | - Pieces of paper |

| | | | | |
|---|---|---|---|---|
| | Transition: - Yes, Unit 10 will focus on different sources of energy. So what is energy?<br>- Write down on the board: **Unit 10** **Sources of Energy – Reading** | | T-class | - Chalk & board |
| **2. Pre-reading**<br>(4 – 5’) | **1. Brainstorming**<br> | - To engage SS and elicit ideas | T-class | - Chalk & board |
| (5 – 6’) | **2. Matching pictures with sources of energy** (Task a, pp.139-140)<br>- Tell SS to look at the pictures and match them with the words or phrases for the sources of energy.<br>- Check with the whole class. | - To provide SS with some idea what each source is | Indivi-duals | - Textbook |
| | - Ask SS which source of energy they use for home cooking and heating and the reason why. | | T-class | |
| (2 – 3’) | **3. Categorizing: Renewable or Non-renewable?** (Task b, p.140)<br>- Ask SS to read the descriptions of two kinds of energy sources and then put the names in Task a in the correct category. | - For SS to distinguish the two types | Indivi-duals | - Textbook |
| (5 – 7’) | **4. Teaching Vocabulary**<br>- Introduce some new vocabulary. | | | |

| | | | | |
|---|---|---|---|---|
| | . fundamental / ˌfʌndəˈmentl / (a.) = basic; essential (cơ bản; thiết yếu)<br>. dim / dɪm / (a.) = not bright (mờ mờ)<br>. arduous / a:ˈdjʊəs, US a:ˈdʒʊəs / (a.) = needing much effort or energy, laborious (khó khăn, gian nan)<br>. urgent / ˈɜ:dʒənt / (a.) = needing immediate attention or action (khẩn, khẩn cấp)<br>. carry sth out / ˈkærɪ aʊt / (v.) = fulfill; perform (thực hiện)<br>. respiratory / rɪˈspaɪərətrɪ, ˈrespɪrətrɪ / (a.) = of breathing air (thuộc về hô hấp)<br>. expose / ɪkˈspəʊz / (v.) = leave sb/sth unprotected (để cho ai tiếp xúc với …)<br>. generate / ˈdʒenəreɪt / (v.) = produce; cause sth to exist (phát sinh)<br>. grind / graɪnd / (v.) = crush sth to powder (nghiền, xay)<br>- Read the words one by one and ask SS to repeat. | - To provide SS with some vocab. to help understand the text better | T-class | - Chalk & board |
| (2 – 3') | **5. Checking Vocabulary: Rub Out and Remember**<br>- Rub out one and then some of the words, and ask SS to read them all out in order.<br>- Continue until every word is rubbed out and SS still can read them out. | - To check SS' knowledge of new vocab. | T-class | - Chalk & board |
| **3. While-reading**<br>(10-12') | **Activity 1: Choosing the Best Title for the Text** (Task a, p. 141)<br>- Ask SS to read the text quickly and choose among the phrases given the | - To give | Indivi-duals | - Textbook |

| | | | | |
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| (13-15') | best title for the passage.<br>- Call on SS to give their ideas and explanations and then go over the answer with the class.<br>**Activity 2: Which Information, Which Paragraph?** (Task b, p.142)<br>- Tell SS to work in pairs.<br>- Ask them to scan the text and find out which paragraph discusses each of the ideas provided in the list.<br>- Ask SS to compare answers in small groups.<br>- Call on SS to say their choice. Encourage them to say where (which phrase) in the paragraph helps them to decide and make their choice.<br>- Go over the answers with the class. | SS interest and a purpose in reading<br>- To develop scanning skill | SS-SS<br>Pairs<br>T-class | - Textbook |
| (9 - 10') | **Activity 3: Questions and Answers** (Task c, p. 142)<br>- Tell SS to read the text again and find the answers to the questions.<br>- When they have finished, ask SS to work with a partner and act out the exchanges.<br>- Call on pairs to ask and answer the questions and check with the class. | - To have SS practise reading and under-standing the message | Indivi-duals<br>Pairs | - Textbook |
| (6 - 8') | **Activity 4: Gap Questions**<br>- Give out handouts with gapped sentences about the content of the text.<br>- Tell SS to close their books and try to fill in the gaps in the sentences.<br>- Then ask them to check their answers by reading the passage again.<br>These are the sentences on the handout: | - To have SS read and pick | Indivi-duals | - Handouts |

| | | | | |
|---|---|---|---|---|
| | 1. Solar systems in the village would reduce the arduous work of firewood ..............., enable the clinic to .............. at night, and allow children to .............. in the evening.<br>2. Biogas is mainly used for .............. and ...............<br>3. People tend to use .............. .............. of energy when non-renewable ones are running out.<br>- When they have finished, tell SS to compare answers with a partner.<br>- Call on SS to read their completed sentences and check with the class.<br>Expected answers: 1. collection; operate; study<br>2. cooking; heating 3. renewable sources | out information<br>- For SS to share | SS-SS | |
| **4. Post-reading** (10-12') | **Discussion**<br>- Put SS into small groups of 4 or 5.<br>- Ask them to express their opinions on the following questions:<br>*a. Which energy sources are people in different areas in Viet Nam currently using for home cooking?*<br>*b. The advantages and disadvantages of renewable sources of energy.*<br>- Go around to control and give help if necessary.<br>- Call on SS to report about their groups' discussion.<br>- Give feedback and comments on what SS have. | - To engage SS in some personal-ised task and to encourage free talking | Groups<br>SS-SS | - Chalk & board |
| **5. Home-work** (1') | **Language Review**<br>- Tell SS to review the new vocabulary learnt in the text. | - Sth to do at home | T-class | - Textbook |

# LESSON PLAN

## *Unit Ten* *Sources of Energy*

**Lesson N$_0$ 3** **Listening**

| | | | |
|---|---|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to listen for specific details.<br>- By the end of the lesson, the students are able to listen and understand the process. | | |
| **Type of lesson** | - Skill-based (listening) | | |
| **Key Vocabulary** | - biomass | - used up | |
| **Key structures** | - Cars using ethanol may give out carbon dioxide, which pollutes the air. | | |
| **Anticipated problems** | - Students at the back may have difficulty listening to the CD player in a large class. | | |
| **Materials** | - Textbook<br>- Chalk and board | - CD player<br>- Pictures | - Handouts |

<table>
<tr><th>Stage / Timing</th><th>Procedure</th><th>Aims</th><th>Focus</th><th>Materials</th></tr>
<tr>
<td><b>1. Warm-up & check-up</b><br>(6 – 7')</td>
<td><b><u>Game</u>: 'Hot Seat'</b><br>- Ask for one representative to the seat in the front of the class.<br>- Divide SS into two groups, A and B.<br>- Show the representative one word each time and ask him / her to describe it to the groups so that they can call out the word. Remind SS that they cannot use words of the same family.<br>- The first group to call out the word wins one point. The group with more points wins the game.<br>- Check SS' understanding of instructions and let them start the game.<br>- Keep a running total of points for each group on the board.<br>- Declare the winner.<br><u>These are the words used in the game</u>:
<table>
<tr><td><b>wood</b></td><td><b>straw</b></td></tr>
<tr><td><b>gas</b></td><td><b>oil</b></td></tr>
<tr><td><b>dry leaves</b></td><td><b>saw dust</b></td></tr>
</table>
<u>Transition</u>: - In everyday life, people use different things as sources of</td>
<td>- To create interest and to lead to the new lesson</td>
<td>Groups<br>T-class<br>T-class</td>
<td>- Word cards<br>- Chalk & board</td>
</tr>
</table>

| | | | | |
|---|---|---|---|---|
| | energy, including biomass. Today's listening text is about energy sources and a type of biomass as a source of energy.<br>- Write down on the board: **Unit 10 Sources of Energy - Listening** | | | - Chalk & board |
| **2. Pre-listening**<br>(5 – 6') | **Eliciting Ideas** (Task a, p. 142)<br>- Arrange SS to work in small groups.<br>- Tell them to look at the pictures of some kinds of biomass, and discuss how each kind can be used as a source of energy and if they would like to use it as an energy source. | - To have SS express themselves freely | Groups | - Textbook |
| | - Go around to monitor and encourage SS to participate in the discussion. | | SS-SS | |
| | - Call on SS to report about their groups.<br>- Invite SS to give comments.<br>- Give comments and feedback. | | T-class | |
| **3. While-listening**<br>(6 – 8') | **Activity 1: Gap-filling**<br>- Give out handouts of gapped sentences.<br>- Tell SS they are going to listen to a lecture on energy sources. Listen and complete each sentence with the missing information.<br>- Let SS listen again if necessary.<br>- Tell SS to compare answers with a partner. | - To have SS practise listening for specific details | Indivi-duals | - Handouts<br>- CD player |
| | - Go over the answers with the class; then let SS listen again and check.<br>This is the handout: | | T-class | |

| | | | | |
|---|---|---|---|---|
| | *Complete the sentences with the missing information.*<br>1. The demand for energy is .............. more rapidly than ever.<br>2. The non-renewable sources such as .............. and ........... have been used for ................., lighting, heating, and generating .............. for centuries.<br>3. They are .................... to the environment as they produce ................. when burned.<br>4. In addition, they are ................. .<br>5. People are looking for sources that are ................., that is, the ................. .<br>Expected answers: 1. increasing 2. coal; oil; cooking; electricity<br>3. harmful; smoke 4. running out<br>5. almost limitless and clean; renewable sources | | | |
| (7 – 9') | **Activity 2: Listen and check (√)** (Task b, p. 143)<br>- Tell SS to listen and check the ideas that are mentioned in the listening.<br>- Ask SS to compare answers with a partner.<br>- Have SS listen again and check with the class. | - More listening for details | Indivi-duals<br>Groups | - Textbook<br>- CD player |

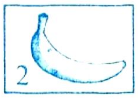
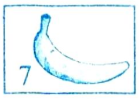
|  |  |  |  |  |
|---|---|---|---|---|
| (5 – 6') | **Activity 3: Listen and complete the diagram** (Task c, p.143)<br>- Play the CD and tell SS to listen to the second part of the lecture and try to complete the diagram of the biomass cycle.<br>- Ask SS to compare answers in small groups.<br>- Have SS listen again and check with the class. | - To practise listening comprehen-sion | Indivi-duals | - Chalk & board |
| **4. Post-listening**<br>(7 – 8') | **Speaking: Discussion**<br>- Ask SS to work in groups.<br>- Write down on the board some kinds of energy used for the home:<br>**diesel** **gas** **electricity**<br>**fire wood** **biogas** **other**<br>- Tell them to talk about the sources of energy their family used to use for cooking, heating, and lighting in the house, and what they are currently using, and then discuss the advantages and disadvantages of these.<br>- Go around to monitor and note down errors for correction later.<br>- Call on some SS to report about their partners.<br>- Give feedback and comments on what SS have. | - To engage SS with some personali-zation<br>- Speaking as an integrated skill. | Groups<br>SS-SS<br>T-class | - Chalk & board |
| **5. Home-work**<br>(1') | **Writing**<br>- Tell SS to write a short paragraph about the sources of energy their family used in the past, why they switched to a different source, and compare the two sources. | - For SS to practise writing based on what learnt | Indivi-duals |  |

# LESSON PLAN

## *Unit Ten* *Sources of Energy*

**Lesson N$_0$ 4** **Speaking**

| | |
|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to use alternative ways to say things.<br>- By the end of the lesson, the students are able to ask for or give clarification. |
| **Type of lesson** | - Skill-based (speaking) |
| **Key Vocabulary** | - exploit<br>- smelly |
| **Key structures** | - Let me put it another way.<br>- What exactly do you mean? |
| **Anticipated problems** | - Some students seem too shy to express themselves and share ideas. |
| **Materials** | - Textbook<br>- Cards<br>- Chalk and board<br>- Handouts |

| Stage / Timing | Procedure | Aims | Focus | Materials |
|---|---|---|---|---|
| **1. Warm-up**<br>(5 – 6') | **Game: 'Banana'**<br>- Draw a square of 9 numbered boxes. (**Appendix 1**)<br>- Ask SS to work in two groups, Monkey and Mickey.<br>- Tell SS that in each box is a description of a 'banana', and there are two bananas in the boxes 2 and 7.<br>  <br>- Tell the groups to take turns to choose a number, and listen to the description and name the 'banana' in the box. If they get it right, they win one point. If they can't get it right, the other group have the chance to answer and score points. If it is a banana, they score one point without answering any questions. | - To review sources of energy in an interesting way and to introduce the lesson | Groups | - Chalk & board |
| | - The group that has more points will win the game.<br>- Check SS' understanding of instructions.<br>- Have SS start the game.<br>- Keep a running total of points for each group on the board.<br>- Declare the winner. | - To make sure SS know what they are going to do | T-class | - Chalk & board |
| | Transition: - Today we will talk about the advantages and disadvantages of different sources of energy, focusing on the language used to ask for | | T-class | |

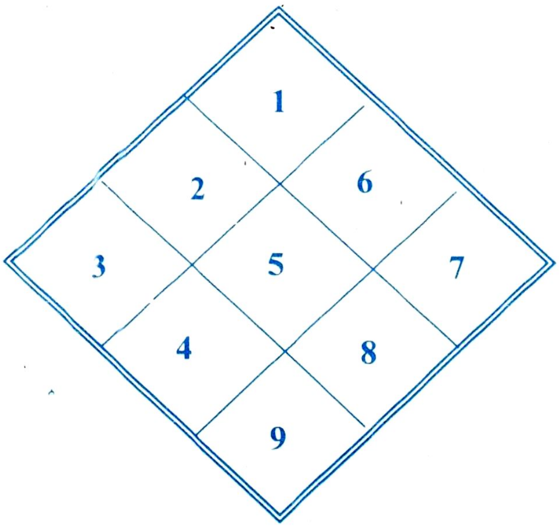
<table>
<tr>
<td><b>2. Pre-Speaking</b><br>(4 – 5')</td>
<td>and make clarification.<br>- Write down on the board:<br><b>Unit 10 Speaking – Alternative Ways of Saying Things</b><br><b>Eliciting and Introducing Useful Language</b><br>- Elicit from SS questions for clarification when they don't understand something.<br>- Elicit the structures used to give explanations or clarification for something.
<table>
<tr><th colspan="2">Useful Expressions</th></tr>
<tr><th>Asking people to clarify</th><th>Saying sth in another way</th></tr>
<tr>
<td>• Sorry, I don't quite understand.<br>• What exactly do you mean?<br>• What does that mean?<br>•</td>
<td>• I mean … / That means …<br>• What I mean is, …<br>• In other words, …<br>• Let me put it another way.<br>• Let me give you an example.</td>
</tr>
</table>
- Read the example exchange and explain the situation for SS to see how the phrases are used.</td>
<td>- To provide SS with useful language to facilitate speaking tasks</td>
<td>T-class</td>
<td>- Chalk & board</td>
</tr>
<tr>
<td>(4 – 5')</td>
<td><b>Sources of Energy: Advantages and Disadvantages</b><br>- Ask SS to work in pairs and complete the table with the information</td>
<td>- To provide</td>
<td>Pairs</td>
<td>- Textbook</td>
</tr>
</table>

| | | | | |
|---|---|---|---|---|
| | provided, which are the advantages and disadvantages of each type of energy. Tell SS they can use the phrases more than once and many phrases for one box.<br>- Go over the answers with the class. | controlled practice | T-class | |
| **3. While-Speaking**<br>(8 – 10') | **Activity 1: Advantages and Disadvantages – Information Gap** (Task b, p.145)<br>- Pair off SS as A and B.<br>- Deliver cards A to students A, and cards B to students B. (**Appendix 2**)<br>- Ask SS to work in pairs, talking about the advantages and disadvantages of the sources of energy. SS with a gap in the explanation will ask for clarification, and SS with full information will make clarification. | - To provide SS with some meaningful practice | Pairs | - Textbook<br>- Cards |
| | - Model an example exchange with a student and then have SS do the task.<br>- Go around to monitor and note down errors if any for correction later. | - To give a model | T-class | |
| | - Call on some close and open pairs to act out their conversations in front of the class. | | SS-SS | |
| (10-12') | **Activity 2: Personalization** (Task c, p.145)<br>- Ask SS to work in pairs, talking about the advantages and disadvantages of the cooking fuels and transportation fuels currently used in their home or neighborhood. | - To personalize and engage SS | Pairs | - Textbook |
| | - Act out the example exchange with a student as a model. | | T-class | |

| | | | | |
|---|---|---|---|---|
| | - Have SS start the activity.<br>- Go around to monitor and give help with vocabulary or ideas if necessary.<br>- Call on some pairs to act out their conversations and invite SS to give comments.<br>- Give feedback and comments. | | SS-SS | |
| **4. Post-Speaking**<br>(5 – 6') | **Listening: Stop and Correct**<br>- Tell SS you are going to read some statements about some sources of energy but with some wrong information.<br>- Ask SS to say 'Stop!' when they hear something that is not relevant or correct, and then give suitable or correct information.<br>- Give an example:<br>"Coal is not costly and it is environment-friendly."<br>(In this case, SS are expected to say 'harmful to the environment'.)<br>The statements used in the activity are:<br>1. Energy from the wind is pollution-free but it is *limited* and dependent on weather. (→ *limitless*)<br>2. Solar energy depends on weather but it is *non-renewable* and environment-friendly. (→ *renewable*)<br>3. Nuclear energy is *not expensive* but very dangerous. (→ *expensive*)<br>4. Biogas is *costly* but pollution-free. (→ *not costly*) | - Listening as an integrated skill<br>- To give some consolidation | T-class | - Handouts |

| | | | | |
|---|---|---|---|---|
| | 5. Garbage is a limitless source of energy which is *costly* and smelly. (→ *not costly*) | | | |
| **5. Home-work** (1') | **Writing**<br>- Ask SS to write a short paragraph about an energy source they prefer and the reasons for their choice. | - For SS to express themselves in writing | Indivi-duals | - Personal experience |

**Appendix 1: Game – Banana**



**What is a banana in each case?**

1. *A banana* is a source of energy which is exploited from a natural source and is liquid in form. ( oil)
2. *A banana* is a source captured by using a panel that converts the energy of sunlight into electric energy. (solar energy)
3. *A banana* is a natural source used to operate windmills. (wind)
4. *A banana* is a powerful form of energy produced by the splitting of the nuclei of atoms. (nuclear energy)
5. *A banana* is a clean source of energy produced from animal matter. (biogas)
6. *A banana* is black mineral found underground and used as fuel. (coal)
7. A banana is an air-like substance used as fuel. (gas)

Appendix 2: **Activity 1 – Information Gap**

## CARD A

| **Energy source** | **Advantages** | **Disadvantages** |
|---|---|---|
| **Coal** | - not costly<br>(*not spending lots of money for treating it*) | - running out<br>- harmful to the environment<br>(.. ? ...) |
| **Wind & Sun** | - limitless (... ? ...)<br>- environment-friendly<br>- pollution free } (... ? ...) | - dependent on weather<br>(*cannot operate when there is no wind or sunlight*) |
| **Nuclear** | | - costly<br>- dangerous (... ? ...)<br>- harmful to the environment |
| **Garbage** | - not costly<br>- limitless | - smelly<br>(*giving out bad odor; produce unpleasant smell*) |

# CARD B

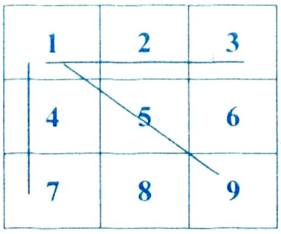
| **Energy source** | **Advantages** | **Disadvantages** |
|---|---|---|
| **Coal** | - not costly<br>(… ? …) | - running out<br>- harmful to the environment<br>(*causing pollution*) |
| **Wind**<br>**&**<br>**Sun** | - limitless (*never running out*)<br>- environment-friendly<br>- pollution free } (*clean, not causing pollution*) | - dependent on weather<br>(… ? …) |
| **Nuclear** | | - costly<br>- dangerous (*may do harm to people's health, environment and natural habitat*)<br>- harmful to the environment |
| **Garbage** | - not costly<br>- limitless | - smelly<br>(… ? …) |

# LESSON PLAN

## *Unit Ten* *Sources of Energy*

**Lessons N$_0$ 5** **Writing**

| | |
|---|---|
| **Outcomes** | - By the end of the lesson, the students know more about different place in the world.<br>- By the end of the lesson, the students are able to write about a certain place. |
| **Type of lesson** | - Skill-based (writing) |
| **Key Vocabulary** | - raw<br>- thermal |
| **Key structures** | - Its main source of electricity comes from traditional thermal power stations, while water power stations generate 6.3 %. |
| **Anticipated problems** | - Some students seem not confident enough to write in English. |
| **Materials** | - Textbook<br>- Handouts<br>- Chalk and board<br>- Sheets of paper |

| Stage / Timing | Procedure | Aims | Focus | Materials |
|---|---|---|---|---|
| **1. Warm-up & lead-in**<br>(5 – 6') | **Game: Noughts and Crosses - Geography Quiz**<br>- Draw a square of 9 numbered boxes on the board.<br>- Divide SS into two groups, Noughts and Crosses.<br>- Ask the groups to choose a number and answer the question.<br>- With a correct answer, the box is marked with a 0 or a X of the group. If the group cannot answer it, the other group has the chance to give answers and owns the box. The first group to have 3 boxes (0s or Xs) in a line (across, down or diagonal) will win the game.<br>- Check SS' understanding of instructions and let them start the game.<br>- Declare the winner.<br><br>1. Which energy source (electricity, wood or coal) is used by half the world's population for cooking and heating. (*wood*) | - To create interest and to introduce the topic<br>- To make sure SS know what they are going to do | Groups<br>T-class | - Drawing<br>- Chalk & board |

|  |  |  |  |  |
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|  | 2. Which place has 85 % of its land covered by ice? (*Greenland*)<br>3. What is the country where 3,000 million flowers are grown each year? (*Holland*)<br>4. Which country imports more oil than any other country in the world? (*Japan*)<br>5. What language is spoken as a first language by the largest number of people in the world? (*Mandarin Chinese or Chinese*)<br>6. What percentage of the world's electricity is used by the USA? (33 %)<br>7. In which country are houses heated by hot water from under the ground? (*Iceland*)<br>8. What is the capital of Hungary? (*Budapest*)<br>9. What is the capital of Hanoi? (*H* – playing on words)<br>Transition: - To introduce a certain place, we need to provide more information. Today we will learn how to write about a certain place. |  | T-class |  |
|  | - Write down on the board: **Unit 10** **Writing about Places** |  | T-class | - Chalk & board |
| **2. Pre-writing**<br>(3 – 4') | **1. Brainstorming**<br>- Ask SS what kind of information they would like to know about a place in order to elicit essential features for the writing.<br>- Note down SS ideas on the board. | - To activate SS and elicit key points |  | - Chalk & board |

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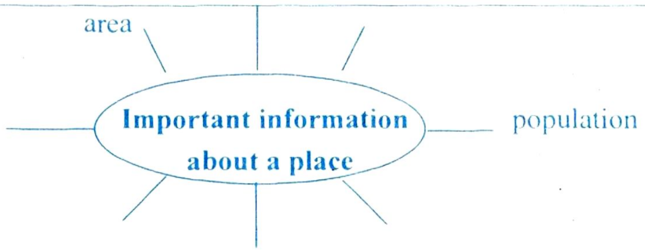
| |  | | | |
| (4 – 5') | **2. Fill in a Table** (Task a, p. 146)<br>- Ask SS to read the paragraph about The Kingdom of Thailand and complete the table with correct information.<br>- Tell SS to compare answers in pairs and then go over the answers with the class. | - To provide a sample of writing | T-class<br>Indivi-duals | - Textbook |
| (2 – 3') | **3. Outline of the paragraph** (Task b, p. 146)<br>- Ask SS to skim the paragraph again and complete the brief outline of the description.<br>- Tell SS to compare answers in small groups and then check with the whole class.<br>The paragraph includes three main parts:<br>1. Geography and general features<br>2. Exports and imports<br>3. Electricity production | - To provide SS with some ideas about what to include in the report | Indivi-duals<br>Groups | - Textbook<br>- Chalk & board |

| | | | | |
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| **3. While-writing**<br>(5 - 6') | **Activity 1: Gap-filling**<br>- Give out handouts of the description of Sweden.<br>- Ask SS to study the information about the Kingdom of Sweden and complete the paragraph about the country.<br>- Move around to control and give help if necessary.<br>- Get SS to compare answers in pairs and then go over the answers with the whole class.<br>This is the handout:<br>The Kingdom of Sweden is (1)........... in area. It (2)........... more than 9 million. Stockholm, its capital, has (3)........... of about 761, 721 people. Sweden exports (4)........... , electronic sound equipment, and (5)........... . It (6)........... petroleum, and (7)............... . Its main source of electricity comes from (8)..............., which account for 48.59 percent. (9)............ stations generate the second largest source (41 %), while thermal, (10)...... ........ sources produce only over 10 percent.<br>Expected answers: 1. 449,964 square kilometers 2. has a population of<br>3. a population 4. transportation equipment<br>5. power-generating equipment 6. imports 7. petroleum products | - To further familiarize SS with such a writing | T-class<br>Indivi-duals<br>Pairs | - Handout<br>- Textbook<br>- Chalk & board |

| | | | | |
|---|---|---|---|---|
| | 8. nuclear stations 9. Hydroelectric 10. wind and solar | | | |
| (10-13') | **Activity 2: Writing it yourself**<br>- Ask SS to write a paragraph about either Venezuela or Brunei, referring to the previous tasks as examples.<br>- Go around to monitor and give help if necessary.<br>- When SS have finished, collect their writings to mark at home. | - To give SS practice in writing | Indivi-duals | - Textbook<br>- Chalk & board |
| **4. Post-writing**<br>(6 – 7') | **Peer correction**<br>- Call on two students to write their writings on the board.<br>- Ask the class to read their friends' paragraphs and give correction if any.<br>- Give feedback and comments. | - For SS to correct and learn from one another | SS-SS<br>T-class | - Chalk & board |
| **5. Home-work**<br>(1') | **Writing about Viet Nam**<br>- Give each student a handout with information about Viet Nam.<br>- Ask SS to write a paragraph about Viet Nam.<br>This is the handout: | - To give SS more practice at home | Indivi-duals | - Handouts |

| **Socialist Republic of Viet Nam** | |
|---|---|
| Area | 331,690 sq. km |
| Population | 84,402,966 people |
| Capital | Ha Noi |

| | | | | | |
|---|---|---|---|---|---|
| | Population of the capital | 3,734,000 people | - To give SS more practice at home | Individuals | - Handouts |
| | Exports | Petroleum, rice, unprocessed agricultural and marine products, coal, garments, ceramics, gemstones, silk | | | |
| | Imports | Petroleum products, steel products, railroad equipment, chemicals, medicines, fertilizer | | | |
| | Percentage of electricity from traditional thermal sources | 47.7 % | | | |
| | Percentage of electricity from hydroelectric sources | 52.3 % | | | |
| | Percentage of electricity from nuclear sources | 0 % | | | |
| | Percentage of electricity from solar and wins sources | 0 % | | | |

# LESSON PLAN

## *Unit Ten* — *Sources of Energy*

**Lessons $N_0$ 6 - 7** — **Language Focus**

| | | |
|---|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to use words formed with *bio-*.<br>- By the end of the lesson, the students are able to use relative clauses with prepositions. | |
| **Type of lesson** | - Grammar-based (relative clauses with prepositions) | |
| **Key Vocabulary** | - Words with *bio-*<br>- baby-sit | - nerve<br>- rely on |
| **Key structures** | - Did you like the hotel you stayed at? | |
| **Anticipated problems** | - Some students may be too shy to get involved. | |
| **Materials** | - Textbook<br>- Chalk and board | - Handouts<br>- Pieces of paper |

| Stage / Timing | Procedure | Aims | Focus | Materials |
|---|---|---|---|---|
| **1. Warm-up**<br>(5 – 7') | **Game****: Scrambled Words**<br>- Divide the class into small groups of 4 or 5.<br>- Write three scrambled words on the board.<br>- Tell SS to unscramble the words. Tell them that the three words begin with the same three letters.<br>- The first group to successfully unscramble the words wins the game.<br>These are the scrambled words:<br>**loibgoy** _______ (biology)<br>**agibso** ______ (biogas)<br>**gyprohabi** __________ (biography)<br>- Ask SS: 'What is common of the three words?'<br>(Expected: the combination form '*bio-*') | - To arouse interest and to introduce the language point | Groups<br>T - SS | - Chalk & board |
|  | Transition: - To know the meaning of *bio-* and words that go with it, let's go to the first part of our lesson today. | - To lead to the lesson |  |  |
| **2. Word study**<br>(3 -5') | - Write down on the board: **Unit 10** **Language Focus**<br>**Word Formation with *bio-***<br>- From the words unscrambled, elicit the meaning of *bio-* | - To focus SS on the | T-class | - Chalk & board |

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| | bio- : of living things, of life<br>- Tell SS to look at the network with bio- for words that often go with it. | meaning of the form | | |
| (5 – 7') | **Activity 1: Matching words with definitions** (Task a, p. 148)<br>- Ask SS to read and match the words in column A with their meanings in column B.<br>- Tell SS to work with a partner and compare answers.<br>- Go over the answers with the class and check if SS know the Vietnamese equivalents. | - For SS to know the meanings of these words | Indivi-duals<br>Pairs | -Textbook |
| (5 – 7') | **Activity 2: Gap-filling** (Task b, p.149)<br>- Tell SS to read the sentences and fill in each blank with a suitable word from the box in Task a.<br>- Go around to control and give help if necessary.<br>- Call on some students to read their completed sentences and check with the whole class. | - For SS to better understand the words in context | Indivi-duals<br>SS-SS | - Textbook<br>- Chalk & board |
| **3. Grammar**<br>(15-17') | **Relative Clauses with Prepositions**<br>- Write the following pair of sentences on the board:<br>- The room was very small. The meeting was held in the room.<br>- Ask SS which word or phrase is repeated. (Expected: the room)<br>- Ask about the function of each in the sentences. (Expected: The first phrase is the subject; the second is the object of the preposition *in*.) | - To introduce another language point | T-class | - Chalk & board |

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| | - Tell SS to combine the pair of sentences using a relative clause. Encourage them to write it in as many ways as possible.<br>- Present the grammar point in detail.<br>▪ Relative pronouns as an object of a preposition in defining relative clauses can follow the preposition: **prep. + whom/which**. In this case only **whom** (for persons) or **which** (for things) is possible.<br>- *The room **in which** the meeting was held was very small.*<br>It is more usual to move the preposition to the end of the relative clause (but before an expression of time and place if any), using **who(m)**, **which** or **that** or omitting the relative pronoun altogether.<br>- *The room **which / that** the meeting was held **in** was very small.*<br>- *The room the meeting was held **in** was very small.*<br>▪ Relative pronouns as an object of a preposition in non-defining relative clauses can only be **who(m)** for persons and **which** for things. We don't use **that** after a comma.<br>- *John, **who** Ann goes out **with**, is a nice person.*<br>The preposition can be placed before the relative pronoun, in this case only **whom** can be used for persons (not ***who**).<br>- John, ***with whom*** *Ann goes out , is a nice person.*<br>Unlike defining relative clauses, in non-defining relative clauses object relative pronouns **cannot be omitted**. | - To provide SS with some knowledge of the grammar point | T-class | - Chalk & board |

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| (8 – 10') | **Activity 1** **Sentence Completion** (Task a, p.149)<br>- Ask SS to read the paragraph about Mary and then complete the sentences about her.<br>- Go around to monitor and give help if necessary.<br>- Tell SS to compare answers with a partner and then go over the answers with the class. | - To provide some practice with sentence making | Indivi-duals<br>Pairs | - Textbook |
| (10 -12') | **Activity 2** **Completing the questions** (Task b, p. 150)<br>- Tell SS to read the situations and complete the questions.<br>- When they have finished, ask SS to work with a partner and act out the exchange; one student plays the role of the person in the situation.<br>- Model an example:<br>S1 (John): I stayed at a hotel.<br>S2: Did you like the hotel you stayed at?<br>- Call on pairs of SS to act out the small exchanges and check the answers with the class. | - To make the task meaningful and more natural | Indivi-duals<br>Pairs | - Textbook |
| (9 -11') | **Activity 3:** **Sentence Combination** (Task c, p.150)<br>- Tell SS to read the pairs of sentences and then combine them using relative clauses.<br>- Tell SS when more than one way is possible, write all the alternatives.<br>- Tell SS to compare answers with a partner and then go over the answers with the class. | - For SS to practise using the structure further | Indivi-duals<br>Pairs | - Textbook |

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|---|---|---|---|---|
| (8 -10') | **Activity 4: Error Recognition**<br>- Arrange SS to work in small groups.<br>- Give out handouts with sentences containing mistakes.<br>- Ask SS to read the sentences, underline the errors and correct them.<br>- Go over the answers with the whole class.<br>This is the handout:<br>***Underline the errors in each sentence and give the correct form in the space provided.***<br>1. That's the place I was born. ..................<br>2. Animal manure is a valuable source for generating power to run machines with that farmers grind grains. ..................<br>3. Honda is the company which he has worked since 1990. ..................<br>4. He's not someone who I really get on. ..................<br>5. Alice is the colleague I'd really love to work with her. ..................<br>Expected answers:<br>1. I was born → *in* which I was born / I was born *in* | - To check SS' understanding of the structure and raise their awareness of different forms | Groups<br>T-class | - Handouts<br>- Textbook<br>- Chalk & board |

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| **4. Home-work**<br>(1') | 2. with that → with *which*<br>3. which he has worked → *for* which … / which he has worked *for*<br>4. get on → get on *with*<br>5. work with her → work with<br>**Sentence Transformation**<br>Ask SS to rewrite each sentence using the word given.<br>1. I have to deliver the parcel to the house but I can't remember it. **(to)**<br>→ I can't ……………………………………………………<br>2. I had no reply to the question that Nam asked me. **(which)**<br>→ Nam asked ………………………………………………… .<br>3. Joe was waiting for the bus and it was late. **(for)**<br>→ The bus …………………………………………………<br>Expected answers:<br>1. I can't remember the house (which / that) I have to deliver the parcel to. / I can't remember the house to which I have to deliver the parcel.<br>2. Nam asked me a question to which I had no reply. / Nam asked me a question which / that I had no reply to.<br>3. The bus (which / that) Joe was waiting for was late. / The bus for which Joe was waiting was late. | - To give SS more practice at home to review what they have learned | Indivi-duals | - Handouts |

# LESSON PLAN

## *Unit Eleven* The Asian Games

**Lessons N$_o$ 1-2** **Reading**

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|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to read for specific information.<br>- By the end of the lesson, the students are able to express their ideas about the Asian Games. |
| **Type of lesson** | - Skill-based (reading) |
| **Key Vocabulary** | - attendee<br>- competitive<br>- symbolic<br>- venue<br>- build up<br>- host<br>- represent |
| **Key structures** | - More than 10, 000 athletes, who represented 45 countries and regions, took part in . . .<br>- The 15th Asian Games was organized at 34 sporting venues, including Khalifa Stadium, which hosted … . |
| **Anticipated problems** | - Some students may not be very willing to share ideas. |
| **Materials** | - Textbook<br>- Chalk and board<br>- Pictures<br>- Handouts |

| Stage / Timing | Procedure | Aims | Focus | Materials |
|---|---|---|---|---|
| **1. Warm-up & lead-in**<br>(8-10') | **Game: Sport silhouettes**<br>- Stick 15 circles (different colors) which are marked from 1 to 15 corresponding to 12 sports (Appendix) and three lucky numbers ( 4, 7, 15) at the back on the board.<br>- Divide the class into two groups, Hand and Foot.<br>- Each group takes turns to choose a circle and name the sport based on the picture. One correct answer gains the group one point. If the number is a lucky number, the group gains two bonus points only to choose again!<br>- Play continues until all the numbers are chosen.<br>- Keep a running total of points for each group on the board.<br>- The group with more points wins.<br>Expected answers:<br>1. Baseball 2. cycling 3. skiing 4. (lucky number)<br>5. ice-skating 6. horse riding 7. (lucky number) 8. table tennis<br>9. basketball 10. boxing 11. gymnastics 12. volleyball<br>13. judo 14. rugby 15. (lucky number)<br>- Tell SS that these are some popular sports and ask if SS like sports.<br>. What is the sport event which takes place every four years in Asia? | - To raise SS' interest and to lead to the topic<br>- For SS to compete and learn | Groups<br>T-SS | - Pictures<br>Chalk & board |

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| **2. Pre-reading**<br>(10-12') | The Asian Games (ASIAD)<br>Transition: - In today's reading, we'll get to know more about the Asian Games<br>- Write down on the board: **Unit 11 The Asian Games-Reading**<br>**Teaching Vocabulary**<br>- Teach the words below via elicitation and explanations.<br>. build /bɪld/ up sth (v.) = develop sth; make sth higher or stronger than before (phát triển, vun đắp)<br>. attend (v.) /ə'tend/ = be present at an event (tham dự)<br>attendee (n.) (American English) = attender (B.E) = a person who goes to a place or an event, often on regular basis (người tham dự)<br>. symbolic (adj.) /sɪm'bɒlɪk/ (A.E /sɪm'ba:lɪk/) = being used as a symbol (biểu trưng, tượng trưng)<br>. competitive (adj.) /kəm'petətɪv/ = used to describe a situation in which people or organizations compete against each other (cạnh tranh, tranh đua)<br>*~games/ sports* (những cuộc đua tài thể thao)<br>. venue (n.) /'venju:/ = a place where people meet for an organized event (nơi gặp gỡ, điểm thi đấu)<br>. host (v.) /həʊst/ = organize an event to which others are invited and make all the arrangements for them (đăng cai) | - To enable SS to anticipate the reading text<br>- To facilitate SS' understanding of the reading text<br>- To help enrich SS' | T-class<br>T-class<br>T-SS | - Chalk & board<br>- Chalk & board<br>- Chalk & board |

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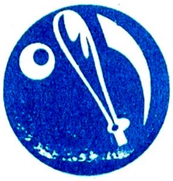
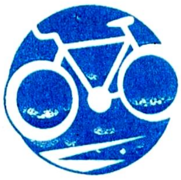
|  | . represent (v.) /ˌreprɪˈzent/ = be a member of a group of people and act or speak on their behalf at an event, a meeting, etc. (đại diện)<br>- Give some practice on pronunciation. (Read – SS repeat) | vocabulary |  T-SS | - Chalk & board |
| (7-9') | **Checking Vocabulary: Gap-filling**<br>- Give SS handouts and ask them to work in pairs, completing the sentences, using the words just learned.<br>1. The competition attracted over 500 contestants ................. 10 different countries.<br>2. The band will be playing at twenty different ................. on their UK tour.<br>3. The meeting was ................. by 90% of shareholders.<br>4. The dove is ................. of peace.<br>5. The spirit of the Asian Games has been ................. up over a long period of time.<br>6. These graduates have to fight for jobs in a highly ................. market.<br>7. The 2002 World Cup was ................. by two nations, Japan and South Korea. | -To enable SS to pronounce the words correctly<br>-To reinforce the newly presented words & to enable SS to use them in contexts. | Pairs | - Handouts |
| **3. While-reading** | Expected answers:<br>1. representing 2. venues 3. attended<br>4. symbolic 5. built 6. competitive 7. hosted |  |  |  |

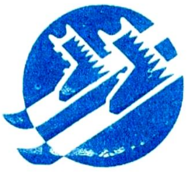
| | | | | |
|---|---|---|---|---|
| (18-20') | **Activity 1**: **Table completion** (Task a, textbook, p. 153)<br>- Get SS to read through the notes in the table to get an idea of what to look for.<br>- Ask SS to read the text and complete the table.<br>- Call on SS to write the answers up on the board.<br>- Go over the answers with the whole class. | - To develop SS' scanning skill | Individuals | - Textbook<br>- Chalk & board |
| (14-16') | **Activity 2**: **Multiple choice questions** (Handouts)<br>- Give each student a copy of the exercise below.<br>**Read the text and choose the best answer (A, B, C or D) to the following questions.**<br>1. Which of the following is not mentioned as messages of the Asian Games.<br>A. Competitiveness B. Warmth<br>C. Friendship D. Unity<br>2. The 15th Asian Games took place ………………… .<br>A. in New Delhi in 1951<br>B. in Guangzhou, China<br>C. in Doha in 2006<br>D. in Pusan in 2002<br>3. The word 'triathlon' in paragraph 2 means a sporting event in which | - To check SS'understanding of the reading text<br>- To hone SS's skills in looking for | Pairs | - Handouts |

| | | | | |
|---|---|---|---|---|
| | people compete in ……………….. different sports.<br>A. two B. three C. four D. five<br>4. What is not true about the 15th Asian Games?<br>A. The opening and closing ceremonies were hosted by Khalifa Stadium.<br>B. 50, 000 people got into the stadium to watch the opening.<br>C. There were 45 countries and regions participating in the Games.<br>D. More than 100, 000 athletes took part in 39 sports. | specific informa-tion<br>- For SS to share and learn | Pairs<br>Pairs | - Handouts |
| | - Ask SS to work in pairs, working out the correct answer to each question. - Call on some SS to give the answers and then check the answers with the class.<br>Expected answers: 1. A 2. C 3. B 4. D | | T-SS | |
| **4. Post-reading**<br>(18÷20') | **Discussion** (task c, textbook, p. 153)<br>- Ask SS to work in groups of 4 discussing the two questions in textbook.<br>- Go around giving help if necessary.<br>- Call on some SS to give the answers.<br>- Invite class opinions and give feedback. | -To integrate speaking skill | Groups | - Textbook |
| **5. Home-work**<br>(1') | **Vocab reviewing**<br>- Have SS review the words just learnt in the vocabulary section. | - For SS to review the words learnt | Indivi-duals | - Notebook & textbook |

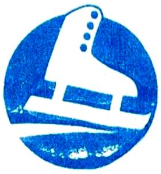
## Appendix

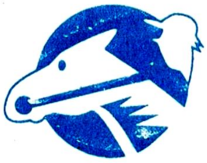






Lucky number





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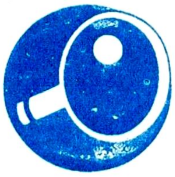

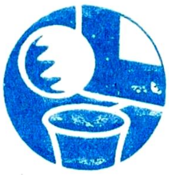

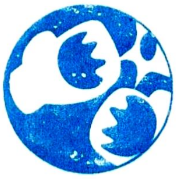

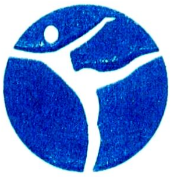

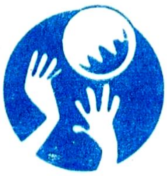

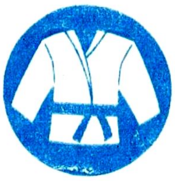

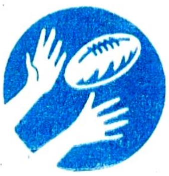

Lucky number

# LESSON PLAN

## Unit Eleven The Asian Games

**Lesson $N_0$ 3** **Listening**

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|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to listen for specific information.<br>- By the end of the lesson, the students are able to understand some sport news. |
| **Type of lesson** | - Skill-based (listening, speaking) |
| **Key Vocabulary** | - sell out<br>- dispute<br>- boost<br>- suspension<br>- walkout<br>- be rained out |
| **Key structures** | - A judging dispute caused a walkout that delayed the men's team final between …<br>- The champion game was also rained out. |
| **Anticipated problems** | - Some students at the back may have difficulty listening to the recordings. |
| **Materials** | - Textbook<br>- Chalk and board<br>- CD, CD player<br>- Pictures |

| Stage / Timing | Procedure | Aims | Focus | Materials |
|---|---|---|---|---|
| **1. Warm-up & lead-in**<br>(6-7') | **Game: Visualizing**<br>- Ask SS to work in groups of 5.<br>- Give each group a copy of the pictures (Appendix)<br>- Ask SS to work out a compound noun or a phrasal verb for each pair of pictures (a, b, c, d).<br>- The 1st group to come up with all correct words/ phrases is the winner.<br>- Refer back to the pictures and go over the answers with the class.<br>a. walkout b. sell out c. be rained out d. bodybuilder / bodybuilding | - To motivate SS & make it fun to learn | Groups | - Pictures, handouts |
| | - Ask SS to think of how these words are related to sports news, and get them to try producing small pieces of news (short sentences) using such words.<br>Transition: - Today we're going to learn about four pieces of news- and let's see how much of your stories/sentences is included in the news.- Write down on the board: **Unit 11 Listening** | - To interest SS in the coming topic | T-class | - Chalk & board |
| **2. Pre-listening**<br>(5-6') | **Teaching Vocabulary**<br>- Teach the words below through explanations in English and Vietnamese.<br>. sell out (of sth) = have sold all the available items, tickets, etc. (bán sạch, bán hết)<br>. boost (v.) = make sth increase, or become better or more successful | - To facilitate | T-SS | - Chalk & board |

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| | (thúc đẩy, đẩy mạnh)<br>. dispute (n.) = an argument or disagreement between two people (cuộc tranh cãi, sự tranh cãi)<br>. walkout (n.) = the act of suddenly leaving a meeting as a protest against sth (sự bỏ đi)<br>. suspension (n.) = the act of removing sb from their team for a period of time, usually as a punishment (sự đình chỉ)<br>. be rained out (idm.) = be canceled or to have to stop because it is raining (bị huỷ hoặc dừng lại do trời mưa)<br>- Read the words one by one and ask SS to repeat. | SS' understanding of the recording<br>-To reinforce the newly presented words & check SS' understanding of these words | T-class | - Chalk & board |
| (2-3') | **Checking Vocabulary: 'Slap the board'**<br>- Put the words that have been taught into circles on the board.<br>- Call on some SS to go up to the front facing the board.<br>- Call out the words in any order.<br>- SS have to listen and slap on the word each time they hear it. | | | |
| **3. While-listening**<br>(4-5') | **Activity 1: Main ideas** (Task a, p.154)<br>- Tell SS they are going to listen to the four recordings on sport news.<br>- Ask SS to listen and match the recordings to the pictures.<br>- Call on SS to give the answers.<br>- Have SS listen again and go over the answers with the class. | -For SS to practice listening for main ideas | Indivi-duals | - Textbook<br>- CD player |

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| (8-10') | **Activity 2: Multiple-choice questions** (Task b, pp.154-155)<br>- Ask SS to read through the questions to know what they need to look for.<br>- Have SS listen to the recordings and do the exercise.<br>- Call on SS to give the answers.<br>- Elicit class opinions.<br>- Have SS listen again and check the answers with the class. | - To enable SS to listen for details | Indivi-duals | - CD player<br>- Chalk & board |
| (6-7') | **Activity 3: Vocab. -in contexts** (Handouts)<br>- Tell SS to listen again and pick up the word in the recordings that means<br>1. a bodybuilding athlete<br>2. a person who decides who has won a competition<br>3. continuing to exist for longer than expected<br>4. one of the two games that are played immediately before the last game in a sport competition<br>5. Things that have been canceled<br>- Get SS to compare the answers with their neighbors.<br>- Call on SS to give the answers.<br>- Go over the answers with the class.<br>Expected answers:<br>1. bodybuilder 2. judge 3. lingering 4. semifinal 5. cancellations | -To check SS'note-taking skill & raise their awareness of some of the words used in the recording | Indivi-duals | - Chalk & board<br>- CD player<br>-Handouts |
| | | - To enhance speaking | Pairs | - Notebook, |

| | | | | |
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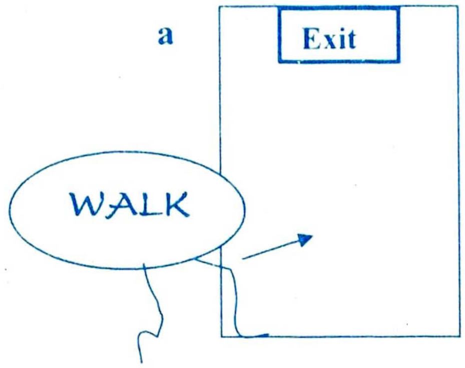
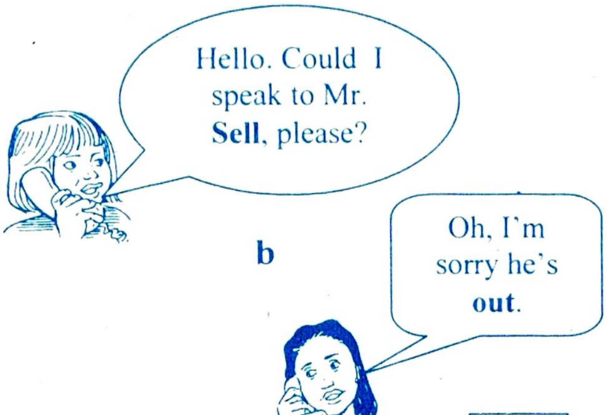
| **4. Post-listening**<br>(6-7') | **Speaking: Role play**<br>- Put SS into pairs, A: a journalist, B: one member of the organizing committee.<br>- Ask SS to conduct an interview on what has happened, based on the information from the recordings.<br>- Move round giving help where needed.<br>- Call on some pairs to act out their interviews.<br>- Invite class opinions and give feed back. | as an integrated skill and give SS a chance to use the language in real life situations | Pairs | & textbook<br>- Textbook |
| **5. Home-work**<br>(1') | **Gap-filling** (Handouts)<br>-Give each student a copy of the task below to do at home.<br>**Fill each gap with the correct form of one of the words or phrases learnt in the vocab. section.**<br>1. There's a .............. between the two countries about the border.<br>2. The game has been .............. again.<br>3. The two players are appealing against their .............. .<br>4. The judge's wrong decision caused a .............. that delayed the match for ten minutes.<br>5. The movie helped .............. her screen career.<br>6. I'm sorry we've .............. of bread.<br>Expected answers:<br>1. dispute 2. rained out 3. suspensions 4. walkout 5. boost 6. sold out | - For SS to use the vocab. learnt in specific contexts. | Indivi-duals | - Handouts |

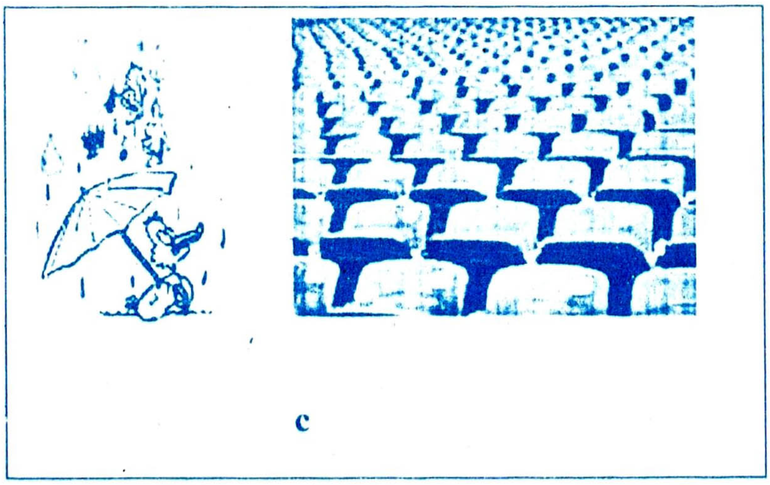
## **Appendix: Game - Visualizing**

a




Hello. Could I speak to Mr. **Sell**, please?
Oh, I'm sorry he's **out**.

b



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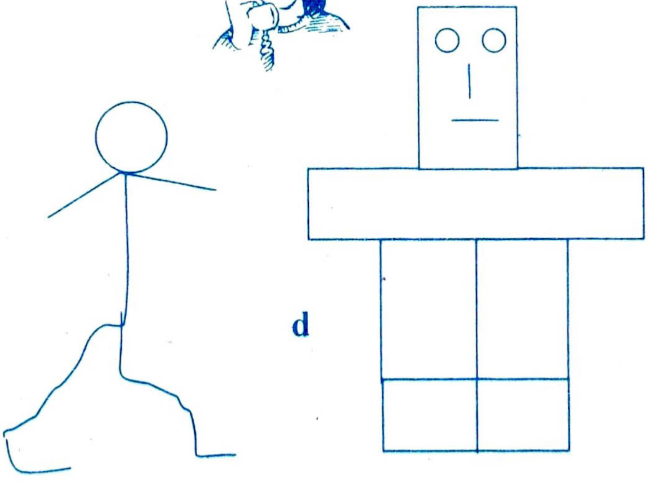

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## LESSON PLAN

# *Unit Eleven* *The Asian Games*

**Lesson N$_0$ 4** **Speaking**

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| **Outcomes** | - By the end of the lesson, the students are able to report information from a schedule.<br>- By the end of the lesson, the students are able to express likes and dislikes. |
| **Type of lesson** | - Skill-based (speaking, listening) |
| **Key Vocabulary** | - schedule - supposed - final |
| **Key structures** | - The finals are supposed to take place from December 5 through December 10.<br>- I enjoy watching wushu because … |
| **Anticipated problems** | - Some students may not be confident enough to speak English. |
| **Materials** | - Textbook - Pictures<br>- Chalk and board - Handouts |

| **Stage / Timing** | **Procedure** | **Aims** | **Focus** | **Materials** |
|---|---|---|---|---|
| **1. Warm-up & lead-in**<br>(5-6') | **Game: Puzzle**<br>- Put SS into groups of three.<br>- Give each student a copy of the exercise. (Appendix 1)<br>- Within groups, SS fill in the gaps and work out the hidden word.<br>- Draw SS attention to the letters in circles because they will spell out the hidden word.<br>- Allow SS 5 minutes to do the puzzle.<br>- As the time is up, get groups to hand in their results.<br>- Award one point for each correct word and five points for the hidden word.<br>- The group with the most points is the winner.<br>Expected answers:<br>1. Wrestling 2. because 3. match 4. been 5. deadline<br>6. out 7. illness 8. approve<br>The hidden word: **SCHEDULE**<br>- Elicit what 'schedule' means from SS.<br>. schedule = timetable (Br. E) means a list showing the times at which particular events will happen<br>*competition schedule* (lịch thi đấu) | - To rouse SS' interest, and to introduce the topic<br>- To help SS anticipate the topic | Groups<br>T-class<br>T-SS<br>T-class | - Handouts<br>- Chalk & board<br>- Chalk & board |

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| **2. Pre-speaking**<br>(6-8`) | - Ask SS if they have ever seen a competition schedule and elicit what is included in a competition schedule.<br>. Show SS the schedule in the textbook, p. 156.<br>Transition: - Today we're going to learn and talk about a competition schedule.<br>- Write down on the board: **Unit 11** **Speaking** | -To make a transition into the lesson | T-class | - Chalk & board |
| | **Eliciting and Introducing Useful Language**<br>**Reporting information based on a schedule**<br>. take place = occur = happen (xảy ra)<br>. According to the schedule, / As can be seen from the schedule, / As the schedule shows/ As is shown by the schedule, …<br>(Theo lịch thi đấu, …)<br>. be due/ supposed/ expected to do sth<br>(được định thời gian, được sắp đặt để làm gì)<br>The judo finals are *due/ supposed/ expected* to take place from December 2 through December 5.<br>**Talking about soccer results**<br>. beat (v.) /bi:t/ so at sth (beat/ beaten) = defeat sb in a game or competition( đánh bại, đánh thắng ai)<br>*Liverpool beat Hamburg 4-2 yesterday.* | -To help SS with some language use for later speaking activities | T-SS | - Chalk & board |

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| **3. While-speaking** (9-10') | . defeat (v.) /dɪˈfi:t/ (more formal than beat)<br>*The team have never been defeated.*<br>. win (v.) /wɪn/ ( thắng) # lose /lu:z/ (thua)<br>*A lost 3-0 to B.*<br>*A won 6-5 against B.*<br>. draw (v.) /drɔ:/ (drew/ drawn) (with sb/ against sb) = finish a game without either team winning (hòa)<br>*A drew 3-3 with B. = A and B drew 3-3.*<br>. 1-0: one –nil . 1-1 : a draw, one all . 4-2: four-two<br>**Talking about likes and dislikes**<br>. Which game would you like to watch / would you enjoy watching? Why?<br>. I enjoy/ like/ love +V-ing<br>. I would ('d) rather +V-bare infinitive | -To enrich SS' vocab. | T-SS | - Chalk & board |
|  | - Give some practice on the pronunciation of these words and phrases.<br>**Activity 1**: **Talking about the schedule** (Textbook, p.156)<br>- Explain some new sports from the schedule.<br>. weightlifting /ˈweɪtlɪftɪŋ/ (n.) = the sport of lifting heavy weights (môn cử tạ) (Picture-Appendix 2)<br>. wrestling (n.) /ˈreslɪŋ/ = a sport in which two people fight by holding | -To help SS pronounce the words correctly | T-class | - Chalk & board |

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| | each other and trying to throw or force the other one to the ground (môn đấu vật) (Picture-Appendix 2)<br>. fencing (n.) /ˈfensɪŋ/ = the sport of fighting with long thin swords (môn đánh kiếm) (Picture-Appendix 2) | -To help facilitate the speaking task | T-SS | - Pictures<br>- Chalk & board |
| | - Arrange SS into groups of four, asking and answering questions about due dates of games based on the schedule provided. | | Groups | -Textbook |
| | - Put an example in front of the whole class.<br>T: When will the karate finals take place?<br>S1: They are supposed/ due/ expected to happen from December 11 to December 12.<br>T: What about the competition dates for triathlon?<br>S2: Ok, let me see. From November 28 through December 7. ... | - For SS to follow the model | | |
| | - Go around to monitor the class and give help if necessary.<br>- Call on SS to act out their conversations.<br>- Invite class opinions and give feedback. | -To enhance speaking skill | | |
| (9-10') | **Activity 2: Talking about soccer results** (Task c, Textbook, p. 158)<br>- Have SS work in pairs, talking about the results of the soccer games provided in the textbook.<br>- Call on SS to give their performances to the whole class.<br>- Invite class opinions and give feedback. | - To enable SS use the language to report | Pairs | -Textbook |

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| (6-7') | **Activity 3: Talking about favorite sports**<br>- Put SS into groups of four.<br>- Get SS to discuss their favorite sports.<br>- Move around the class offering help where necessary.<br>- Elicit answers from SS.<br>- Give comments as appropriate. | soccer results<br>-To personalize the task | Groups |  |
| **4. Post-speaking**<br>(3-4') | **Listening and check (✓)** (Handouts- Appendix 3)<br>- Ask SS to listen and check (✓) the word or phrase they hear.<br>- Call on SS to give their answers.<br>- Invite class opinions and give feedback.<br>Expected answers:<br>1. b 2. a 3. b 4. a 5. a 6. b 7. b 8. a | -To check SS' listening skill and help reinforce the words learnt | Individuals | -Handouts |
| **5. Homework**<br>(1') | **Transformations** (Appendix 4)<br>- Give each student a copy of the task.<br>- Have SS rewrite the second sentences so that they mean the same as the first ones.<br>Expected answers:<br>1. Spain lost 2-0 to Brazil./ Spain lost to Brazil 2-0.<br>2. Holland won 3-2 against Denmark. / Holland won their match against | - For SS to express the same ideas in different ways in writing | Individuals | -Handouts |

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|  | Denmark 3-2.<br>3. Peru drew 2-2 with Italy./ Peru and Italy drew 2-2.<br>4. The latest score is 1-0 to England. |  |  |  |

**Appendix 1**

**Fill each gap with one suitable word with the number of letters provided. The letters in circles will spell out the hidden word.**

☐☐☐☐☐☐☐☐

1. ☐☐☐○☐☐☐☐☐ is sport in which two people fight by holding each other and trying to throw or force the other one to the ground

2. Opera fans want to go there ☐☐○☐☐☐☐ it is the world's most famous theater.

3. They are playing an important ☐☐☐☐○ against Liverpool on Saturday.

4. They've ☐☐○☐ to twelve different clubs since they arrived on the island.

5. He says the ☐☐☐○☐☐☐☐ for applications is 30 May.

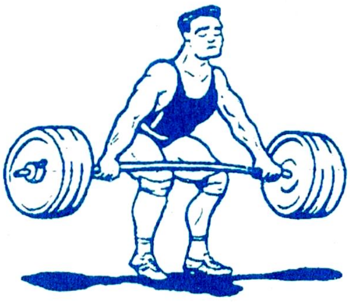
6. The player walked ☐○☐ because he was angry with the judge's decision.

7. Her ☐○☐☐☐☐☐ is not serious but she needs a few days off work.

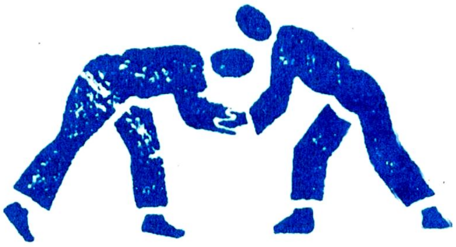
8. 'Do you ☐☐☐☐☐☐○ of keeping animals in zoos?' 'No, it's like putting them in prisons.'

## Appendix 2

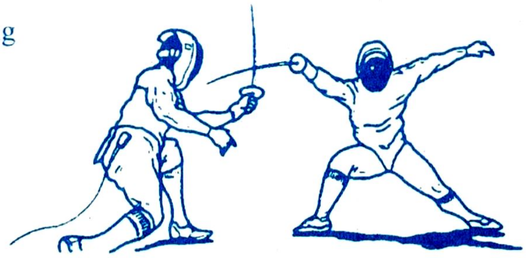
Weightlifting



Wrestling



Fencing



## Appendix 3

**Listen and check (✓) the word or phrase you hear.**

1. a. lose b. win
2. a. occur b. schedule
3. a. 4-2 b. 2-4
4. a. a draw b. a goal
5. a. 3-0 b. 3-3
6. a. 2-2 b. 1-1
7. a. beat b. defeat
8. a. judo b. fencing

**Listening scripts**

1. win 2. occur 3. two-four 4. a draw
5. three-nil 6. a draw, one all
7. defeat 8. judo

## Appendix 4

**Rewrite each second sentence so that it means the same as the first one.**

1. Brazil beat Spain 2-0.

..............................................................

2. Holland beat Demark 3-2.

..............................................................

3. The game between Peru and Italy finished 2-2.

..............................................................

4. England is leading 1-0.

..............................................................

# LESSON PLAN

## *Unit Eleven* *The Asian Games*

**Lessons N$_o$ 5** **Writing**

**Outcomes**

- By the end of the lesson, the students are able to write a report on preparations for an event.

**Type of lesson**

- Skill-based (writing)

**Key Vocabulary**

- range
- in good/ bad condition
- surprisingly
- On the whole

**Key structures**

- In order to prepare this report, I visited a number of venues, and attended quite a lot of games.
- I would recommend that the Organizing Committee set up additional ticket boxes at …

**Anticipated problems**

- Some students may not be confident enough to express themselves in English.

**Materials**

- Textbook
- Chalk & board
- Handouts
- Posters & pens

| Stage / Timing | Procedure | Aims | Focus | Materials |
|---|---|---|---|---|
| **1. Warm-up & lead-in**<br>(5-6`) | **Game: Bingo**<br>- Ask SS if they have ever watched a sporting event first-hand or on television.<br>- Get SS to write down 4 words (Each word is a verb, a noun, an adjective and an adverb) related to the organization of such event<br>- Read out these words.<br>Hotels, high, surprisingly, tourists, stadiums, audience, busy, big, prices, tickets, shout, enter, fight, welcoming, spectators, attend, lines, venues, crowded, whisper, and clap. | - To create interest, and to introduce the language points | Indivi-duals<br>T-class | - Chalk & board |
| | - Get SS to listen and cross out each word they hear and at the same time call out 'Bingo.'<br>- Continue until all the words are read out.<br>- The first five students to cross out all the four words will be a varded gifts. | | | - Chalk & board |
| | -Ask SS what they would do if they were to host a sporting event.<br>- Tell SS that the words they have heard are some that can be used to give an account of a sporting event.<br>- Ask if any student can give the word which means a written or spoken account of an event. | -To lead into the topic | T-class | - Chalk & board |

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| | . A report (on/of sth) = a written or spoken account of an event<br>Have you ever written a report? When ? What for? | | | |
| **2. Pre-writing** | Transition: - In today's lesson, we're going to learn more about how to write a report.<br>- Write down on the board: **Unit 11** **Writing a report** | - To make a transition into the lesson | T-SS | - Chalk & board |
| (2-3') | **Teaching Vocabulary**<br>- Elicit and explain the meanings of the following words.<br>. range / reɪndʒ / (n.) (of sth) = variety of things of a particular type<br>*The hotel offers a wide range of facilities and services.*<br>. condition /kən'dɪʃn/ (n.) = physical state of sth<br>*be in good/ bad/terrible condition* (idm.)<br>. surprisingly /sə'praɪzɪŋli / (adv.) # not surprisingly<br>*Surprisingly, its staff members do not speak English.*<br>*Not surprisingly on such a hot afternoon, the river was busy.*<br>- Read the words one by one and ask SS to repeat. | -To facilitate SS' understanding of the sample writing | T-class | - Chalk & board |
| (4-5') | **Activity 1: Re-arranging** (Task a, textbook, p.158)<br>- Put SS into pairs.<br>- Ask SS to read the paragraphs and rearrange them to make a good report.<br>- Assign two SS to write the sequence of the report on the board. | - For SS to learn and imitate | Pairs | - Textbook |

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| | - Go over the answers with the whole class.<br>- Draw SS' attention to the tenses used in the report.<br>. Present tenses are used for describing things.<br>. Past tenses are used to describe actions that happened in the past. | - So that SS can use correct tenses in their writing | T-class | - Chalk & board |
| (3-4') | **Activity 2: Questions and Answers**<br>-Arrange SS into pairs.<br>- Have SS read the report again and answer the following questions.<br>1. What is the report about?<br>2. How is the information obtained/ gathered?<br>3. What does the reporter say that is not good about the hotels?<br>4. What about the venues?<br>5. What would he recommend?<br>- Call on SS to speak out the answers.<br>- Invite class opinions and give feedback. | -To provide SS with ideas to start | Pairs | - Textbook<br>- Chalk & board |
| | Expected answers:<br>1. (It is about)the facilities for an international sporting event<br>2. From the reporter's visits and interviews<br>3. . Too many tourists have come to the same hotel at the same time.<br>. The prices are high.<br>. Staff members do not speak English very well. | | Pairs | - Textbook<br>- Chalk & board |

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| | 4. (They are)modern and in very good condition<br>5. He would recommend that the Organizing Committee set up additional ticket boxes at big stadiums, lower hotel prices, and provide more training to the hotel staff. | | | |
| (5-6') | **How to write a report**<br>**1. Providing some guidelines**<br>- Go through the guidelines in the textbook and give explanations one by one to the class by referring back to the corresponding paragraphs of the report.<br>- Make sure SS understand these guidelines.<br>**2. Providing useful expressions**<br>**Introduction**<br>. This report aims to …/ The aim of this report is …<br>. In order to prepare this report, I visited / interviewed / studied/ carried out / conducted …<br>**Reporting impressions and findings**<br>. It seems / appears that … / It strikes me that…. / It strikes me as a little bit odd that …<br>. It is interesting/ surprising/ strange that …<br>. In general/ Generally/ On the whole, … | - To provide SS with some useful language & facilitate subsequent writing activities | T-SS | -Textbook<br>- Chalk & board |

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| | **Quoting**<br>. According to X, …<br>. Y said/ felt/ mentioned that …<br>**Summing up**<br>. In conclusion/ In short/ To conclude/ In summary/ To sum up...<br>**Making recommendations**<br>. In my opinion/ In my point of view/ In my viewpoint/ As far as I am concerned,<br>. I would recommend that … | | Indivi-duals | - Textbook |
| **3. While-writing**<br>(15-16') | **Writing it up**<br>- Arrange SS into groups of 4.<br>- Tell SS to write a report based on the situation below.<br>*'Your school is going to host an examination for excellent students of the whole province. Write a report on the facilities and what your school has prepared for the event.'*<br>- Give each group a poster and a board marker.<br>- Within groups, SS write their report on the poster given.<br>- Go around to monitor the class and give help where needed.<br>- When they have finished, get groups to hang their poster on the board.<br>- Get SS to read through the reports and pick out the best one. | - To enable SS to practise writing a report | Groups | - Posters, board markers |

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| **4. Post-writing**<br>(5-6') | - Make corrections on it in front of the whole class.<br>**Role-playing**<br>- Put SS into pairs.<br>. Student A = a TV correspondent who is where the event is taking place<br>. Student B= a TV news editor<br>- Within pairs, SS make a telephone conversation based on the information from either the report in the textbook or the report they have written.<br>- Move round the class, helping SS where needed.<br>- Call on some pairs to act out their conversations if time allows. | - To enable SS to transform what they have learnt into speech, thus enhancing speaking skill | Pairs<br>Pairs |  |
| **5. Home-work**<br>(1') | **Writing**<br>- Have SS make 5 sentences to report impressions and findings of things they have observed. | - For SS to further practice writing sentences | Individuals | - Any relevant materials |

# LESSON PLAN

## *Unit Eleven* — *The Asian Games*

**Lessons $N_0$ 6 - 7** **Language Focus**

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|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to form and use compound nouns.<br>- By the end of the lesson, the students are able to omit relative pronouns where possible. |
| **Type of lesson** | - Grammar-based (compound nouns, relative pronouns) |
| **Key Vocabulary** | - phrasal verbs<br>- dropout<br>- breakdown<br>- takeoff<br>- kickoff<br>- shutdown |
| **Key structures** | - He was late this morning because his car had a breakdown.<br>- There is a wide range of sporting events athletes can take part in. |
| **Anticipated problems** | - Some students may be too shy to share ideas with others. |
| **Materials** | - Textbook<br>- Chalk and board<br>- Handouts<br>- Poster, glue |

| Stage / Timing | Procedure | Aims | Focus | Materials |
|---|---|---|---|---|
| **1. Warm-up & lead-in**<br>(5-6') | **Game: Memory timing**<br>- Put SS into 2 groups, Tom and Jerry.<br>-Tell SS that they are going to look at a poster for a few seconds and that they have to remember as many words from the poster as possible.<br>- Stick this poster up on the board.<br>break down check-in breakdown take off<br>takeoff warm up kickoff mix-up<br>mix up go ahead outlay dropout<br>warm-up drop out check in go-ahead<br>lay out run-through kick off run through<br>- As the time is up, call on the groups to write as many words they can remember as possible up on the board.<br>- The group with more correct words wins.<br>- Refer back to the poster and ask SS to identify phrasal verbs and nouns.<br>- Use a pen to mark nouns formed from phrasal verbs.<br>- Elicit the meaning of one or two of the nouns.<br>Transition: - Today you're going to learn more about these compound nouns and other grammar points. | - To interest SS and introduce the target language<br>- To make a transition and lead into the topic | Groups<br>T - SS<br>T-class | - Poster, board, & glue<br>- Chalk & board |

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| **2. Word study**<br>(9-10') | - Write down on the board: **Unit 11** **Language Focus**<br>**Compound nouns formed from phrasal verbs (Nominalized forms)**<br>- Again draw SS' attention to the nouns on the poster.<br>- Give explanations on the following points. | | T-class | - Chalk & board |
| | **STRUCTURE**<br>**verb + particle**<br>Most nominalized forms are derived from verb+ particle . combinations.<br>. to break down a breakdown<br>. to check in a check-in<br>. to hold sb up a hold-up<br>. to mix sth up a mix-up | - To present how these compound nouns are formed and used | T-SS | |
| | **verb + preposition**<br>Some are formed in this way.<br>. to run through sth a run-through<br>**particle + verb**<br>A few nominalized forms have this structure, e.g. **upkeep**, **outlay**<br>*The meanings of these nouns are related to the meanings of their corresponding phrasal verbs. | | T-SS | - Chalk & board |
| | **STRESS** | -For SS to | T-SS | - Chalk & board |

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| | The stress is on the first element:<br>ˈbreakdown, ˈcheck-in, ˈtakeoff, ˈupkeep, ˈoutlay, …<br>**SPELLING**<br>Many nominalized forms can be written with or without a hyphen (-). It is a matter of established usage. However, those which place the particle/ preposition first are not hyphenated, as in *upkeep, outlay*.<br>**PLURALS**<br>Where a plural is possible, (i.e. where the nominalized form is countable, it is formed in the usual way with the addition of *–s*.<br>*breakdowns, hold-ups, check-ins, …* | be aware of the stress pattern<br>- To help SS understand how these C. nouns are spelt and changed into plurals | T-class | - Chalk & board |
| (6-8') | **Activity 1: Matching** (Handouts)<br>- Put SS into pairs.<br>- Give each student a copy of the task.<br>- Get SS to match the compound nouns with their meanings.<br>- Call on SS to speak out the answers.<br>- Invite class opinions and give feedback.<br>1. ___***dropout***__ a person who leaves school or college before they have finished their studies<br>2. ________ an occasion when a vehicle or machine stops working<br>3. ________ permission for sb to start doing sth | - To enable SS to practise identifying word meanings | -Pairs | - Handouts |

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|  | 4. _________ the act of showing your ticket, etc. when you arrive at an airport<br>5. _________ expenditure or amount of money spent<br>6. _________ a short practice or a series of gentle exercises that you do to prepare yourself for doing a particular sport or activity<br>7. _________ the start of a game of football<br>8. _________ the moment at which an aircraft leaves the ground and starts to fly<br>9. _________ the act of closing a factory or business or stopping a large machine from working<br>10. _________ practice for a performance of a play, show, etc.<br>Expected answers:<br>1. 2. breakdown 3. go-ahead 4. check-in 5. outlay 6. warm-up<br>7. kick-off 8. takeoff 9. shutdown 10. run-through | - To familiarize SS with definitions of words in English | Pairs | - Handouts |
| (9-10') | **Activity 2: Gap-filling** (Textbook, p. 160)<br>- Put SS into groups of three.<br>- Ask SS to fill each gap with one of the nominalized forms just learnt.<br>- Call on some SS to speak out the answers and write them up on the board.<br>- Go over the answers with the class. | -To enable to practice using C. nouns in contexts | Groups | - Textbook |
| (9-10') | **Activity 3: Transformations** (Handouts)<br>- Arrange SS into pairs. |  |  |  |

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| | - Give each student a copy of the task.<br>- Tell SS to rewrite the second sentences so that they have similar meanings to the first ones.<br>- Assign some SS to write the answers up on the board.<br>- Invite class opinions and give feedback.<br>1. Do you need to run through your speech again or do you already know it by heart?<br>Do you need to give your speech another ...............................?<br>2. The plane is ready for take-off.<br>The plane is ready to ..................................................... .<br>3. Jack's car broke down on his way to work.<br>Jack's car had a ................................................ .<br>4. Do you know when you check in?<br>Do you know your ...................................................?<br>5. "May I start now?" 'Yes, go ahead.'<br>She was given the ........................................................ .<br>6. The business quickly repaid the money it initially laid out on advertising.<br>The business quickly repaid the initial.................................. .<br>Expected answers:<br>1. … run-through or do you already know it by heart? | - To help SS put C. nouns into use<br><br>- For SS to express the same ideas in different ways in writing | Pairs<br><br>Pairs | - Handouts<br><br>- Handouts |

|  |  |  |  |  |
|---|---|---|---|---|
|  | 2. take off<br>3. a breakdown on his way to work<br>4. … check-in time<br>5. … go-ahead to start then/ now<br>6. …the initial outlay on advertising. |  | Pairs |  |
| **3. Gramm-ar**<br>(8-10') | **Omission of relative pronouns**<br>1. We can leave out the relative pronoun in a defining relative clause that refers to the object.<br>. Have you found the keys **that** you lost? = Have you found the keys you lost?<br>. The bed **that/which** I slept in last night wasn't comfortable. = The bed I slept in last night wasn't comfortable.<br>. The woman **who/ who/ that** I wanted to see was away. = The woman I wanted to see was away.<br>2. We cannot leave out the relative pronoun in a defining relative clause that refers to the subject.<br>The doctor **who** treated me told me not to worry.<br>3. In a non-defining relative clause we must keep the relative pronoun.<br>Tom, **whom** I talked to on the phone last night, is an architect.<br>4. We can also leave out the relative pronoun after a superlative.<br>This is the best meal (that) I've ever eaten. | - To explain cases in which relative pronouns are omitted | T-SS | - Chalk & board |

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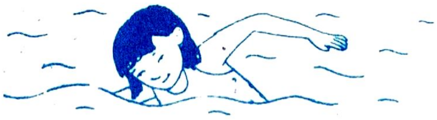
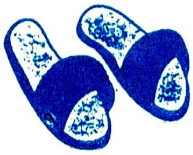
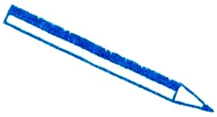
|---|---|---|---|---|
| (6-8') | **Activity 1: Checking** (✓) (Task a, pp. 161-162)<br>- Put SS into pairs.<br>- Ask SS to do the task.<br>- Go round giving help if needed.<br>- Call on SS to give the answers.<br>- Invite class opinions and give feedback. | - To SS to practice omitting relative pronouns in contexts | Pairs | - Textbook |
| (9-10') | **Activity 2: Matching** (task b, p.162)<br>- Tell SS to do the task individually.<br>- Call on SS to write the sentences up on the board.<br>- Go over the answers with the whole class. | -To help SS see how relative pronouns are in use in sentences | Individuals | - Textbook |
| (10-12') | **Activity 3: Sentence making**<br>- Put SS into groups of four.<br>- Each student is given a different set of pictures . (Appendix)<br>- Tell SS and make sentences about the pictures they have, one by one without using relative pronouns and the other group members have to guess what the pictures are. e.g: *It's a thing(~~that~~) you use to open doors with.*<br>- Go round giving help if needed.<br>- Call on SS to speak out the sentences for other SS to guess what the pictures are. | - To give SS more practice in a less controlled way | Individuals | -Pictures |
| **4. Home-** | **Jumbled sentences** (Handouts) | | | |

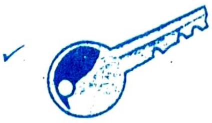
| | | | | |
|---|---|---|---|---|
| **work**<br>(1') | - Give each student a copy of the exercise below.<br>**Put the words in order to make meaningful sentences.**<br>1. film/ the/ you/ recommended/ I/ like/ didn't/.<br>……………………………………………………………<br>2. bottles/ we/ use/ It's/ thing/ for/ a / opening/.<br>……………………………………………………………<br>3. the / director/ I/ new/ The/ met/ yesterday/ is/ woman/.<br>……………………………………………………………<br>4. I'll/ day/ always/ remember/ first/ met/ you/ the/ .<br>……………………………………………………………<br>5. I/ able/ won't/ do/ to/ I/ much/ but/ the / best/can / I/ I'll/ be/ do/.<br>…………………………………………………………… | - To give SS more practice at home to review what they have learned | Indivi-duals | - Handouts |
| | Expected answers:<br>1. I didn't like the film you recommended.<br>2. It's a thing we use for opening bottles.<br>3. The woman I met yesterday is the new director.<br>4. I'll always remember the day I first met you.<br>5. I won't be able to do much but I'll do the best I can. | -To improve writing skill at sentence level | Indivi-duals | - Handouts |

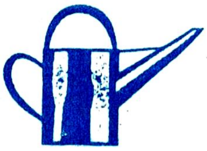
## Appendix

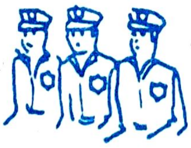


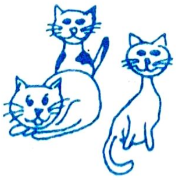


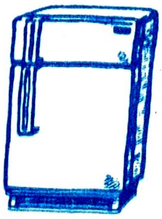


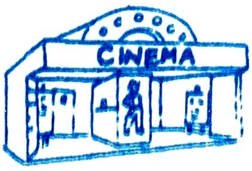


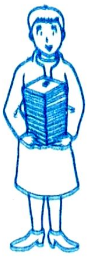












# LESSON PLAN

## *Unit Twelve*

## *Hobbies*

**Lessons N$_0$ 1-2**

**Reading**

| | |
|---|---|
| **Outcomes** | - By the end of the lesson, the students will be able to skim and scan for information.<br>- By the end of the lesson, the students will be able to express their ideas about hobbies. |
| **Type of lesson** | - Skill-based (reading) |
| **Key Vocabulary** | - collect - take up - expertise<br>- result - prosperity - original/duplicate |
| **Key structures** | - Whatever the activity level, all types can require high levels of expertise.<br>- As a pastime, it provides hours of pleasure …<br>- It is only when a collection is properly labeled that it has real value. |
| **Anticipated problems** | - Some students may not be very willing to share ideas. |
| **Materials** | - Textbook<br>- Chalk and board - Handouts |

| Stage / Timing | Procedure | Aims | Focus | Materials |
|---|---|---|---|---|
| **1. Warm-up & lead-in**<br>(8-10') | **Game: Hot seat**<br>- Divide the class into two groups, A and B.<br>- Put a chair in front of the class.<br>- Set a time limit of 6 minutes.<br>- Each time one member from each group comes and sits at the chair facing the board. One member from the other group describes/ defines/ explains one thing that people collect as a hobby. The student at the chair has to guess what it is; if this student fails, another one from the same group will take his/ her place.<br>- Play continues until the time is up.<br>- The group with more correct guesses wins.<br>Suggested things that people collect as a hobby<br>(dolls, coins, stamps, shells, autographs, cars, teddy bears, postcards, paintings, jewelry, musical instruments, socks and stockings, shoes, badges, pens, antiques…)<br>- Tell SS that these are things people often collect as a hobby and collecting things is one of the popular hobbies<br>Transition: - In today's reading, we'll learn more about hobbies, specifically about collecting things as a hobby. | - To motivate SS & lead into the topic<br>- For SS to anticipate the reading text | Groups<br>SS-SS<br>SS-SS | |
| **2. Pre-** | - Write down on the board: **Unit 12** **Hobbies** | -To lead | T-SS | - Chalk & board |

|  |  |  |  |  |
|---|---|---|---|---|
| **reading**<br>(8-10') | **Teaching Vocabulary**<br>- Teach the words below via elicitation and explanations.<br>. collect (v.) /kəˈlekt/ = buy or find things of a particular type and keep them as a hobby (sưu tập)<br>+ collection (n.) /kəˈlekʃn/ = a group of objects, often of the same sort, that has been collected (bộ sưu tập)<br>+ collector (n.) = a person who collects things, either as a hobby, or as a job (người sưu tập)<br>. take sth up = learn or start to do sth, especially for pleasure<br>(bắt đầu một thú tiêu khiển nào đó) *They have taken up golf.*<br>. expertise (n.) /ˌekspɜ:ˈti:z/ (in sth/in doing sth) = expert knowledge or skill in a particular subject, activity, or job<br>(kiến thức hoặc kỹ năng chuyên môn)<br>. result (n.) /rɪˈzʌlt/ from sth = happen because of sth else that happened first (do cái gì gây ra, có từ)<br>. prosperity (n.) /prɒˈsperəti/ = the state of being successful, especially financially (sự phát đạt, sự phồn vinh)<br>. original (n.) /əˈrɪdʒənl/ = a document, work of art, etc., produced from the first time, from which copies are later made<br>(bản gốc, nguyên bản)<br>*This painting is a copy, the original in Madrid.*<br># duplicate (n.) /ˈdju:plikət/ = one of two or more things that are the | into the lesson<br>- To facilitate SS'under-standing of the reading text<br>- To help enrich SS's vocab. | T-SS<br>T-SS | - Chalk & board<br>- Chalk & board |

<table>
<tr>
<td>(4-5’)</td>
<td>same in every detail (bản sao)<br><em>Is this a duplicate or the original?</em><br>- Give some practice on pronunciation. (Read – SS repeat)<br><strong>Checking Vocabulary: Listening and sequencing</strong><br>- Draw this table on the board.
<table>
<tr><td>ORIGINAL</td><td></td></tr>
<tr><td>DUPLICATE</td><td></td></tr>
<tr><td>COLLECT</td><td></td></tr>
<tr><td>TAKE UP</td><td>1</td></tr>
<tr><td>RESULT (from sth)</td><td></td></tr>
<tr><td>EXPERTISE</td><td></td></tr>
<tr><td>PROSPERITY</td><td></td></tr>
<tr><td>COLLECTOR</td><td></td></tr>
</table>
- Have SS listen and number the correct word in the order of meanings they hear.<br>- Read aloud the following explanations.<br>1. learn or start to do sth, especially for pleasure<br>2. one of two or more things that are the same in every detail<br>3. expert knowledge or skill in a particular subject, activity, or job</td>
<td>- To reinforce the newly presented words and enhance listening skill as well</td>
<td>Indivi-duals<br>-T-SS</td>
<td>- Handouts<br>- Chalk & board</td>
</tr>
</table>

|  |  |  |  |  |
|---|---|---|---|---|
|  | 4. happen because of sth else that happened first<br>5. the state of being successful, especially financially<br>6. a person who collects things, either as a hobby, or as a job<br>7. a document, work of art, etc., produced from the first time, from which copies are later made<br>8. buy or find things of a particular type and keep them as a hobby<br>- Have SS listen and number the correct words in the order they hear.<br>- Put an example of the task on the board.<br>- Call on two SS to write up the answers on the board.<br>- Go over the answers with the whole class.<br>Expected answers:<br>1. take up 2. duplicate 3. expertise 4. result (from sth)<br>5. prosperity 6. collector 7. original 8. collect | - To enhance SS'listening skill as well | T-SS | - Chalk & board |
| **3. While-reading**<br>(10-12') | **Activity 1: Wh-questions** (Task a, textbook, p. 165)<br>- Arrange SS into pairs.<br>- Get SS to read through the questions to know what is being asked.<br>- Ask SS to read the text and answer the questions<br>- Call on SS to speak out the answers.<br>- Invite class opinions and give feedback. | - To develop SS' skimming skill | Pairs | - Textbook |

|  |  |  |  |  |
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| (15-20') | **Activity 2: Table completion** (Task b, textbook, p. 165)<br>- Put SS into pairs.<br>- Have SS read the text again and complete the table.<br>- Swap partners and have SS to compare their answers.<br>- Call on SS to write the answers up on the board.<br>- Go over the answers with the class. | - To check SS' understanding of detailed information | Pairs | - Textbook |
| (17-20') | **Activity 3: Summary** (Handouts)<br>- Arrange SS into groups of three.<br>- Ask SS to read the text again and complete the summary below using the words provided.<br>**Read the text again and complete the summary below using the words provided.**<br>**Collecting free investment originals interest**<br>**provides shell expertise permanent watching**<br>Thanks to shortened working hours and greater prosperity, people nowadays have become more interested in what to do in their **1**.......... time. **2**.......... things is one of the most popular hobbies. It is relatively passive, but can require considerable **3**.......... Indeed, collecting things | - To present a summary of the reading text and allow using words in contexts | Groups | - Handouts |

| | | | | |
|---|---|---|---|---|
| | as a pastime, brings about great benefits. Coin collecting **4**.......... hours of pleasure and satisfaction of **5**.......... the collection grow. In addition, a good coin collection is an **6**.......... . Coins of all kinds will always worth at least as much as the metals, often precious, in which they are made. Another interesting hobby is **7**.......... collecting. It enables collectors to develop serious **8**.......... in science. Moreover, it requires not only little care because shells' colors are normally **9**.......... and shells just do not break easily. Collectors can also enlarge their collections by exchanging **10**.......... or duplicates. However, it is only when a shell collection is properly labeled that it has real value.<br>- Call on SS to speak out the answers.<br>- Invite class opinions and give feedback as appropriate.<br>Expected answers:<br>1. free 2. Collecting 3. expertise 4. provides 5. watching<br>6. investment 7. shell 8. interest 9. permanent 10. originals | - For SS to share and learn<br>-To improve SS' ability to use words in contexts | SS-SS | |
| **4. Post-reading**<br>(10-15') | **Discussion** (Task c, textbook, p. 165)<br>- Ask SS to work in groups of 4 discussing the questions in textbook.<br>- Go around giving help if necessary.<br>- Call on some SS to give the answers.<br>- Invite class opinions and give feedback. | - For SS to express them-selves in speech | Groups | -Textbook |
| **5. Home-work**<br>(1') | **Writing**<br>- Have SS write a short paragraph about one of their hobbies. | - To integrate writing skill | Indivi-dual | -Any relevant materials |

# LESSON PLAN

## *Unit Twelve* — *Hobbies*

**Lesson $N_0$ 3** — **Listening**

| | |
|---|---|
| **Outcomes** | - By the end of the lesson, the students will be able to listen for specific information.<br>- By the end of the lesson, the students will learn more about hobbies. |
| **Type of lesson** | - Skill-based (listening, speaking) |
| **Key Vocabulary** | - gain weight - muscle<br>- efficient - dislike |
| **Key structures** | - I like lying on the sofa and listening to music.<br>- I dislike working far from home.<br>- Nothing is better than going cycling in the countryside on weekends. |
| **Anticipated problems** | - Some students at the back may have difficulty listening to the recordings. |
| **Materials** | - Textbook - CD, CD player<br>- Chalk and board - Handouts |

| Stage / Timing | Procedure | Aims | Focus | Materials |
|---|---|---|---|---|
| **1. Warm-up & lead-in**<br>(5-6') | **Game: 'Word square'**<br>- Put SS into groups of four.<br>- Give each group a copy of the task (Appendix 1)<br>- Ask SS to find things in the word square as directed using the clues given.<br>- Allow SS 4 minutes to do the task.<br>- As the time is up, get groups to exchange their word squares.<br>- Go over the answers with the whole class.<br>- Ask groups to grade their friends' work. (Tell SS to award a point for each correct word.)<br>Expected answers: (Appendix 2)<br>1. antiques, autographs, coins<br>2. clothes, jewelry, models (it is also possible to collect these.)<br>3. crosswords, gardening, photography, sport<br>4. dancing, fishing, sailing, surfing<br>- After SS finish grading, have the word squares returned to the intended groups.<br>- The group which scores the most points wins.<br>- Elicit what SS enjoy doing in their free time. | - To motivate SS & make it fun to learn<br>-To introduce the target language | Groups<br>SS-SS<br>T- SS | - Handouts<br>- Handouts |

| | | | | |
|---|---|---|---|---|
| **2. Pre-listening**<br>(4-5') | Transition: - Today we're going to listen to people talking about their hobbies. Let's see whether they have any of these hobbies (refer to the things from the word square.)<br>- Write down on the board: **Unit 11** **Listening**<br>**Teaching Vocabulary** | - To enable SS to antici-pate the listening topic | T-class | - Chalk & board |
| | - Teach the words below through explanations in English and Vietnamese.<br>. like (v.) # dislike + V-ing<br>. lie (v.) (lay/lain) (lying) = be or put yourself in a flat or horizontal position so that you are not standing or sitting (nằm)<br>. cycle (v.) /saɪkl/ = ride a bicycle/ travel by bicycle (đi xe đạp)<br>. muscle (n.) /ˈmʌsl/ = a piece of body tissue that you tighten and relax in order to move a particular part of the body (cơ bắp)<br>. gain weight (idm.) = gradually get more of weight (tăng cân)<br># lose weight (giảm cân)<br>. efficient (adj.) /ɪˈfɪʃnt/ = doing sth well and thoroughly with no waste of time, money, or energy (có hiệu quả)<br>- Read the words one by one and ask SS to repeat. | To facilitate SS' under-standing of the recording | T-class | - Chalk & board |
| (2-3') | **Checking Vocabulary**<br>- Read out these sentences one by one, and stop at each gap for a few seconds.<br>- Get SS to fill in the gaps with the correct form of the words just learnt. | - To see if SS have learned the words | T-class | -Handouts |

| | | | | |
|---|---|---|---|---|
| | 1. This exercise will work the .............. of the lower back.<br>2. The cat was .............. fast sleep by the fire.<br>3. As we grow older, our bodies become less .............. at burning up calories.<br>4. I enjoy .............. in my free time.<br>5. I think I'll have to do more exercise because I've .............. recently.<br>- Call on SS to give the answers.<br>- Give comments and make corrections if needed.<br>Expected answers:<br>1. muscles 2. lying 3. efficient 4. cycling 5. gained weight | -To improve listening skill as well | Indivi-duals | -Handouts |
| **3. While-listening**<br>(6-8') | **Activity 1: Likes and dislikes** (Task a, textbook, p.166)<br>- Tell SS they are going to listen to Andrew talking about himself.<br>- Ask SS to listen and note down what he likes and dislikes doing.<br>- Call on SS to give the answers.<br>- Have SS listen again and go over the answers with the class. | - To enable SS to listen for details | Indivi-duals<br>SS-SS<br>T-class | - Textbook<br>- CD player, CD |
| (8-10') | **Activity 2: Sentence completion** (Task b, textbook, p.166)<br>- Tell SS that they are going to listen to a conversation between Dick and Tom.<br>- Ask SS to read through the sentence to know what kind of information | - For SS to practice note | Indivi-duals | - CD player<br>- Chalk & board |

| | | | | |
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| | they need to look for.<br>- Elicit the kind of information needed to complete each sentence. (Expected answer: reasons)<br>- Call on SS to give the answers.<br>- Elicit class opinions.<br>- Have SS listen again and check the answers with the class. | taking<br>- To give SS a chance to listen for specific information | Individuals | - Chalk & board<br>- CD player |
| (5-6') | **Activity 3: True – False** (Handouts)<br>- Tell SS to listen to the conversation between Tom and Dick again, and decide whether each of the statements below is true (T) or false (F).<br>1. Tom is gaining weight. ______<br>2. Dick cycles regularly like Tom. ______<br>3. Tom says cycling is a good form of exercise. ______<br>4. Dick says we shouldn't do too much cycling at the beginning. ______<br>5. Dick says he will begin cycling with Tom this weekend. ______<br>- Call on SS to give the answers.<br>- Go over the answers with the class.<br>Expected answers:<br>1. F 2. F 3. T 4. F 5. T | - To check SS' ability to make inferences and judgements | Individuals<br>T-class | - Chalk & board<br>- CD player, CD |
| **4. Post-listening**<br>(6-7') | **Speaking: Discussion**<br>- Arrange SS into groups of five. | Group- | | |

<table>
<tr>
<td></td>
<td>- Ask SS to discuss what they like and dislike doing.<br>- Assign group secretary who will have to note down what their group members like and dislike doing by completing the table below. (Handouts)<br>-- Move round giving help where needed.<br>- Call on group secretaries to report what their group members' likes and dislikes.<br>- Make any corrections in terms of grammar, pronunciation and intonation if necessary.<br>
<table>
<tr><th>NAMES</th><th>LIKES</th><th>DISLIKES</th></tr>
<tr><td>1.</td><td></td><td></td></tr>
<tr><td>2.</td><td></td><td></td></tr>
<tr><td>3.</td><td></td><td></td></tr>
<tr><td>4.</td><td></td><td></td></tr>
<tr><td>5.</td><td></td><td></td></tr>
</table>
</td>
<td>work as an opportunity for SS to share and learn<br>- To enable SS to practice the words and structures learnt</td>
<td>SS-SS<br>SS-SS</td>
<td>- Handouts</td>
</tr>
<tr>
<td><b>5. Home-work</b><br>(1')</td>
<td><b><u>Writing</u></b><br>- Tell SS to write a short paragraph about what they enjoy doing in their free time and state why they do so.</td>
<td>- To integrate writing skill</td>
<td>Individuals</td>
<td>- Any relevant materials</td>
</tr>
</table>

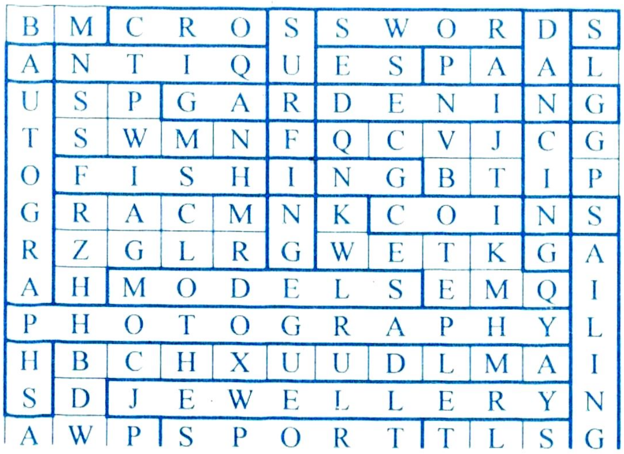
## Appendix

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| B | M | C | R | O | S | S | W | O | R | D | S |
| A | N | T | I | Q | U | E | S | P | A | A | L |
| U | S | P | G | A | R | D | E | N | I | N | G |
| T | S | W | M | N | F | Q | C | V | J | C | G |
| O | F | I | S | H | I | N | G | B | T | I | P |
| G | R | A | C | M | N | K | C | O | I | N | S |
| R | Z | G | L | R | G | W | E | T | K | G | A |
| A | H | M | O | D | E | L | S | E | M | Q | I |
| P | H | O | T | O | G | R | A | P | H | Y | L |
| H | B | C | H | X | U | U | D | L | M | A | I |
| S | D | J | E | W | E | L | L | E | R | Y | N |
| A | W | P | S | P | O | R | T | T | L | S | G |

**Find the following things in the word square. (The words go across or down.)**

1. Three things that people **collect**
   ***antiques***, a______________, c______________
2. Three things that people **make**
   c______________, j______________, m______________
3. Four hobbies that people **do**
   c______________, g______________, p______________,
   s______________
4. Four hobbies with **go**
   d______________, f______________, s______________,
   s______________

## Appendix 2



| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| B | M | C | R | O | S | S | W | O | R | D | S |
| A | N | T | I | Q | U | E | S | P | A | A | L |
| U | S | P | G | A | R | D | E | N | I | N | G |
| T | S | W | M | N | F | Q | C | V | J | C | G |
| O | F | I | S | H | I | N | G | B | T | I | P |
| G | R | A | C | M | N | K | C | O | I | N | S |
| R | Z | G | L | R | G | W | E | T | K | G | A |
| A | H | M | O | D | E | L | S | E | M | Q | I |
| P | H | O | T | O | G | R | A | P | H | Y | L |
| H | B | C | H | X | U | U | D | L | M | A | I |
| S | D | J | E | W | E | L | L | E | R | Y | N |
| A | W | P | S | P | O | R | T | T | L | S | G |

Expected answers:

1. antiques, autographs, coins
2. clothes, jewelry, models
(it is also possible to collect these.)
3. crosswords, gardening, photography, sport
4. dancing, fishing, sailing, surfing

# LESSON PLAN

## *Unit Twelve* *Hobbies*

**Lesson N$_0$ 4** **Speaking**

| | |
|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to talk about hobbies.<br>- By the end of the lesson, the students are able to express preferences. |
| **Type of lesson** | - Skill-based (speaking, listening) |
| **Key Vocabulary** | - would rather<br>- prefer<br>- engrossed |
| **Key structures** | - I enjoy swimming because it is an excellent way of getting rid of stress.<br>- I prefer reading books to playing sports. |
| **Anticipated problems** | - Some students may not be confident enough to speak English. |
| **Materials** | - Textbook<br>- Tape scripts<br>- Chalk and board<br>- Handouts |

| **Stage / Timing** | **Procedure** | **Aims** | **Focus** | **Materials** |
|---|---|---|---|---|
| **1. Warm-up & lead-in**<br>(6-7') | **Game: Spontaneous talks**<br>- Put SS into groups of four.<br>- Give each group a list of leisure activities. Each activity is written on a piece of paper and then folded so that it cannot be seen.<br>- Within groups, SS take turns to choose a topic and then talk about it spontaneously for one minute.<br>- Remind SS that they do not need to care about accuracy. | - To create interest, and to introduce the topic | Groups | - Pieces of paper |
| | - After SS have finished their spontaneous talks within groups, elicit which topic they chose, and whether they like doing it in their free time and why.<br>Suggested leisure activities<br>(The assigned topics for each group does not need to be the same.)<br>*Swimming, watching videos, watching TV, surfing the Internet, listening to music, collecting stamps, jogging, painting, drawing, making clothes, playing football, reading books, ...* | - To make it fun for SS to talk | T-SS | - Pieces of paper |
| | Transition: - Now you'll have more opportunities to talk about leisure activities and your preferences.<br>- Write down on the board: **Unit 12** **Speaking** | - To lead into the lesson | T-class | - Chalk & board |

|  |  |  |  |  |
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| **2. Pre-speaking**<br>(5-6') | **Eliciting and Introducing Useful Language**<br>**Likes and dislikes**<br>. enjoy +V-ing<br>. like/love +V-ing # dislike/ hate +V-ing<br>. want to-infinitive<br>. be interested/ engrossed/ indulged in sth or doing sth<br>. be addicted to in sth or doing sth<br>**Preferences**<br>. prefer to do sth *I prefer to listen to music.*<br>. prefer +V-ing TO V-ing<br>*I prefer listening to music to watching TV.*<br>. would ('d) rather + bare infinitive<br>*I'd rather stay at home and watch TV.*<br>**Reasons** | - To provide SS with some useful language for later use in speaking activities | T-class | - Chalk & board |
| **3. While-speaking**<br>(10-12') | . I like collecting stamps ***because*** it is both interesting and educational.<br>. I enjoy swimming ***as/ since*** / **for** it is an excellent way of getting rid of stress.<br>- Give some practice on the pronunciation of these words or phrases.<br>**Activity 1: Finding things in common & differences**<br>- Tell SS to write one leisure activity they enjoy doing and one they are not interested in down on a piece of paper. | - So that SS can pronounce the words correctly | T-class | - board |

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| | - Get SS to stand up and move around the class to ask questions to find those who have the same interests.<br>- Give some examples.<br>T: I enjoy swimming in my free time. Do you?/ What (How) about you?<br>S1: Me too./That's the same for me. /So do I.<br>S2: Really?/ Oh, that's interesting./ Oh, I'm the opposite. I'd rather read novels.<br>- Make sure SS use English to communicate. | - For SS to have a model to follow | T-SS | - Chalk & board |
| (10-12') | **Activity 2: Group discussion**<br>- Based on the conversations in activity 1, group SS who have the same hobbies.<br>- Ask SS to discuss why they are interested in such things.<br>- Go around to monitor the class and give help if necessary.<br>- Call on some group representatives to introduce the hobbies they have in common and report the reasons for such interests. | -To develop SS'speaking skill | SS-SS | |
| **4. Post-speaking**<br>(7-8') | **Listening:**<br>- Have SS listen to a talk about David's hobby and complete the sentences below (Appendix)<br>- Call on SS to give the answers.<br>- Invite class opinions and give feedback. | - To integrate listening skill | Individuals | - Listening scripts<br>- Handouts |

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| **5. Home-work**<br>(1') | Expected answers:<br>1. pictures of birds 2. zoology 3. bird watching 4. basketball<br>5. the forest 6. a long time for birds to appear 7. happy<br>**Sentence making**<br>-Have SS make five sentences using *would rather, prefer, enjoy, dislike*, and *engrossed* respectively. | -To improve SS' writing at sentence level | Indivi-duals | - Any relevant materials |

## Appendix

### Listening scripts

While David's friends collect pictures of football players, he prefers to collect pictures of birds. When he leaves school, he wants to go to university and study zoology. He enjoys looking at birds and reading about them more than anything else. David decided to take up bird watching when he was very young. His dad is a birdwatcher and used to take David with him whenever he went on bird watching trips. Now he lets him go on his own. David's friends from school spend most of their free time playing basketball, but soon as David finishes his homework, he takes his binoculars and sets off for the forest not far from where he lives. He sits under a tree and waits quietly. Sometimes he manages to see some really rare birds, even if he does have to wait a long time for them to appear. But he doesn't mind waiting. When he spots a bird he hasn't seen before, he looks it up in his bird book and goes home feeling happy.

### Listen and complete the sentences.

1. David collects .................. .

2. When he leaves school, he wants to study .................. .

3. David enjoys .................. .

4. David's' friends from school spend most of their free time playing .................. .

5. David watches birds in .................. not far from his home.

6. David doesn't mind waiting .................. .

7. David is a .................. birdwatcher.

## LESSON PLAN

## *Unit Twelve* ***Hobbies***

**Lessons $N_0$ 5** **Writing**

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| **Outcomes** | - By the end of the lesson, the students are able to write about hobbies.<br>- By the end of the lesson, the students are able to express themselves in writing. | |
| **Type of lesson** | - Skill-based (writing) | |
| **Key Vocabulary** | - pen pal<br>- give out | - issue<br>- exchange |
| **Key structures** | - My stamp collection began when I was an 11-year-old boy.<br>- What a pleasant thing to look at my beautiful stamps! | |
| **Anticipated problems** | - Some students may not be confident enough to express themselves in English. | |
| **Materials** | - Textbook<br>- Chalk & board | - Handouts<br>- Cards |

| Stage / Timing | Procedure | Aims | Focus | Materials |
|---|---|---|---|---|
| **1. Warm-up & lead-in**<br>(4-5') | **Game: Jigsaw reading**<br>- Prepare cards of parts of a writing about a person's hobby (textbook, p. 168- Appendix)<br>- Put SS into groups of five.<br>- Hand the cards out to the groups.<br>(Ask SS to close all their textbooks before carrying out this task.)<br>- Within groups, SS read out the text on their cards to the group and then match pieces of information to make a complete paragraph.<br>- The first group to finish with the correct paragraph wins.<br>- Ask SS what the paragraph is about (Expected: a person's hobby- collecting stamps) | - To involve SS and to introduce the language sample | SS-SS | - Cards<br>- Sheets of paper |
| **2. Pre-writing**<br>(1-2') | Transition: - This is a paragraph about a person's hobby. In today's lesson, we're going to learn more about how to write about hobbies.<br>- Write down on the board: **Unit 12 Writing about hobbies** | - To make a transition | T-class | - Chalk & board |
| | **Teaching Vocabulary**<br>- Elicit and explain the meanings of the following words<br>. pen pal /pen pæl / (n.) (of sth) = pen friend= a person that you make friends with by writing letters, often sb you have never met | - To help SS understand the | T-class | - Chalk & board |

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| | . issue /ˈɪʃu:/ (n.) = a number or set of things that are supplied and made available at the same time<br>. give out sth (idm.) = give sth to a lot of people | sample writing | | |
| (4-5') | **Presenting an outline**<br>**Chart completion** (Task a, textbook,p.168)<br>- Put SS into pairs.<br>- Ask SS to read the paragraph and complete the chart.<br>- Assign SS to give the answers.<br>- Check the answers with the whole class.<br>- Draw SS' attention to the tenses used in the report.<br>. Present tenses are used for describing things.<br>. Past tenses are used to describe actions that happened in the past. | - To introduce how to organize a writing about someone's hobbies | T-SS | - Chalk & board |
| (5-6') | **Providing useful language**<br>**Introduction**<br>. My hobby is collecting stamps.<br>/ Stamp collecting is one of my hobbies.<br>. I design fashions as a pastime/ hobby.<br>**When your hobby started**<br>. I began collecting stamps when I was eleven years old./ when I was | - To provide SS with useful language to write | T-SS | - Chalk & board |

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| **3. While-writing**<br>(17-20') | at primary school. …<br>. I took it up when I was an 11-year-old boy.<br>**How your hobby has been built up**<br>. To add more stamps/ shells/ coins … to my collection, I exchange …<br>. My large collection has been built up by my exchanging originals or duplicates. | - To focus SS on the main parts of such a writing | T-SS | - Chalk & board |
| | **Why you had this hobby**<br>. As a pastime, reading detective books thrills me with unexpected endings.<br>. I watch documentaries *because/ since/ as/ for* they are both educational and informative.<br>. As a pastime, collecting stamps provides hours of pleasure.<br>**Your feelings about the hobby**<br>. What a pleasant thing to look at my beautiful stamps!<br>. How interesting it is to look at shells of various types! | -To enrich SS'vocab. as well | T-SS | - Chalk & board |
| | **Writing it up**<br>- Elicit the answers to the questions similar to the content in the chart (Textbook, p.168) | - To give SS a chance to learn from | Pairs | - Textbook |

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| **4. Post-writing**<br>(5-6') | - Put SS into pairs.<br>- Tell SS to write a paragraph about their hobbies.<br>- Go around to monitor the class and give help where needed.<br>- When they have finished, get SS to exchange their writings with their neighbors'.<br>- Call on some SS to read their friends' writings one by one.<br>- Get SS to listen carefully and ask some questions as in the chart to both check listening comprehension and make sure SS include necessary information in their writing.<br>- Invite class opinions and make corrections in front of the whole class.<br>**Reading: Cloze test** (Handouts)<br>- Arrange SS into groups of three.<br>- Give each group a copy of the task.<br>**Read the passage and decide which answer (A, B, C or D) best fits each space.**<br>Stamp collecting can be a fun and rewarding hobby. There are thousands and thousands of colorful stamps from different countries and different points of history to collect. This (1) _____ stamp collecting both interesting and educational. You can learn about different parts of the world through collecting stamps from other countries. Each country will usually have stamps that (2) _____ things that make that country special. This (3) _____ leaders, famous entertainers, animals that can be (4) _____ | one another<br>- To remind SS of the organiza-tion of the writing<br>- To integrate reading on the same topic | SS-SS<br>Groups | - Chalk & board<br>-Handouts |

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| | in that country, historical events, historical figures and more.<br>There are stamp collectors of (5) ______ types. Some collectors are quite serious and collect stamps as an (6) ______. However, most stamp collectors collect stamps (7) ______ for the fun of gathering them. You can begin collecting with little or (8) ______ money just by getting stamps off of your everyday mail. This sometimes can be the (9) ______ fun way of collecting as you just never know what type of stamps are going to (10) ______ up.<br>1. A. does B. lends C. finds D. makes<br>2. A. presents B. represents C. symbols D. examples<br>3. A. composes B. has C. includes D. consists<br>4. A. found B. discovered C. looked D. searched<br>5. A. whole B. every C. all D. total<br>6. A. money B. industry C. exchange D. investment<br>7. A. even B. just C. both D. really<br>8. A. not B. none C. no D. neither<br>9. A. most B. almost C. more D. much<br>10. A. get B. put C. appear D. show<br>- Ask SS to do the task.<br>- Call on SS to give the answers and explanations for their choices.<br>- Give comments.<br>Expected answers: | - To enable SS to use words in contexts | Groups | -Handouts |

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| **5. Home-work**<br>(1') | 1. D 2. B 3. C 4. A 5. C 6. D 7. B 8. C 9. A 10. D<br>**Writing**<br>'*Some people take up hobbies as a *fad.*' What do you think? Write a short essay of 250 words expressing you points of view.<br>* fad: something that people are interested in for only a short period of time | - To give SS a chance to express their points of view | Indivi-duals | -Chalk & board<br>-Any relevant materials |

**Appendix** (Jigsaw reading)

Most of them were canceled on the first day of issue. In addition, there are also foreign stamps which I received from my pen pals in Australia, France, and the United States.

To add more stamps to my collection, I sometimes exchange stamps with my friends who share the same hobby with me. What a pleasant thing to look at my beautiful stamps!

I love those pictures and kept them carefully in a book. Then my father advised me to collect stamps.

At the same time, my English teacher used to give out colorful pictures to students who were good at her subject. Now there are over 100 stamps of birds, fish, butterflies, flowers, etc., in my collection.

My hobby is collecting stamps. My stamp collection began when I was an 11-year-old boy.

# LESSON PLAN

## *Unit Twelve* **Hobbies**

**Lessons N$_0$ 6 - 7** **Language Focus**

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| **Outcomes** | - By the end of the lesson, the students are able to form related words.<br>- By the end of the lesson, the students are able to understand and use cleft sentences.<br>- By the end of the lesson, the students know how to use *both … and*, and *not only … but also.* |
| **Type of lesson** | - Grammar-based (word derivation, cleft sentences, linking words) |
| **Key Vocabulary** | - label - purify - profit<br>- inclusive - satisfy - creativity |
| **Key structures** | - It is dogs that are faithful animals. – She is not only beautiful but also intelligent.<br>- He explained both the causes of the war and its results. |
| **Anticipated problems** | - Some students may be too shy to share ideas with others. |
| **Materials** | - Textbook - Handouts - Chalk and board - Cards |

| Stage / Timing | Procedure | Aims | Focus | Materials |
|---|---|---|---|---|
| **1. Warm-up & lead-in**<br>(6-8') | **Game: Dominoes**<br>- Put SS into pairs.<br>- Give student A a set of word cards (dominoes), and student B a set of meaning cards (dominoes). (Appendix)<br>- Tell SS to shuffle and hold the cards in their hands so that their partners cannot see the contents on the cards.<br>- Ask SS to draw straws for who goes first. | - To create interest and to introduce the target language | Pairs | - Cards |
| | - The student who is to start the game lays one domino face up on the table. His or her partner lays a domino from their hand matching the word to its meaning. If no appropriate domino is laid, he/she then lays any domino from his or her hand for the other to match. Play continues until as many dominoes possible have been laid.<br>- After five minutes, pair off SS to speak out the answers. For example, when one student calls out '*please*' and at the same time holds the card up, another assigned student has to call out its meaning and raise the corresponding card.<br>- Then get SS to stick the cards up on the board.<br>- Invite class opinions and give feedback.<br>- Expected answers: (Appendix) | -For SS to play with words | T - SS | Cards, glue<br>- Chalk & board |
| | Transition: - Tell SS that today they're going to learn more about words | -To make a transi- | T-class | |

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| **2. Word study**<br>(10-12') | related to these verbs and other grammar points.<br>- Write down on the board: **Unit 12** **Language Focus**<br>**Word derivation**<br>- Elicit words related to the verbs on the board, i.e., get SS to give the equivalent nouns, adjectives and adverbs (Task a, textbook, p.169)<br>- Call on SS to speak out the answers.<br>- Invite class opinions and give feedback.<br>- Draw SS attention to the stress changes in certain parts of speech.<br>. enˈcourage (v.) enˈcouraging (adj.) enˈcouragingly (adv.) enˈcouragement (n.)<br>. ˈprosper (v.) ˈprosperous (adj.) proˈsperity (n.)<br>. ˈlabel (v.) ˈlabel (n.)<br>. inˈclude (v.) inˈclusive (adj.) inclusion (n.)<br>. ˈpurify (v.) pure (adj.) ˈpurely (adv.) ˈpurity (n.)/ purifiˈcation<br>. creˈate (v.) creˈative (adj.) creˈatively (adv.) creaˈtivity (n.)<br>. please (v.) ˈpleasant/ (adj.) ˈpleasing (adj.) ˈpleasantly (adv.) ˈpleasure (n.)<br>. ˈprofit (v.) ˈprofitable (adj.) ˈprofitably (adv.) ˈprofit (n.)<br>. ˈsatisfy (v.) satisˈfactory (adj.) satisˈfactorily (adv.) | tion into the lesson<br>- To present how related words are formed<br>- For SS to practice, share and learn | T-class<br>T-SS | - Chalk & board<br>- Textbook<br>- Chalk & board |

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| | satisˈfaction (n.)<br>. wealth ˈwealthy (adj.) | | | |
| (10-12') | **Activity 1: Gap-filling** (task b, textbook, p. 169)<br>- Put SS into pairs.<br>- Ask SS to fill each gap with the correct word form.<br>- Call on some SS to speak out the answers and then write them up on the board.<br>- Go over the answers with the class. | -To enable SS to use the words in contexts | Pairs<br>T-class | - Textbook<br>- Chalk & board |
| (10-12') | **Activity 2: Error recognition and correction**<br>- Give each student a copy of the task.<br>**Choose A, B, C, or D that indicates incorrect word form, and then correct it.**<br>1. I think hers is a highly profitably business.<br>A B C D<br>2. The pure of the water is tested regularly.<br>A B C D<br>3. The country is enjoying a period of peace and prosper.<br>A B C D<br>4. 'Where do they live?' 'They live in a wealth suburb of Chicago.'<br>A B C D | - For SS to practice spotting errors and using correct word forms | Individuals | - Handouts<br>- Handouts |

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| **3. Grammar** | 5. We carefully labels each item with the contents and the dates.<br>A B C D<br>6. Creative and originality are more important than technical skill.<br>A B C D<br>7. Her disappearance has never been satisfactory explained.<br>A B C D<br>8. You should inclusive some examples in your essays.<br>A B C D<br>9. It gives me great pleasant to introduce our guest speaker.<br>A B C D<br>10. He needs all the support and encourages he can get.<br>A B C D<br>- Ask SS to do the task.<br>- Call on SS to speak out the answers and then write them up on the board.<br>- Invite class opinions and give feedback.<br>Expected answers:<br>1. C highly profitable 2. A the purity 3. D prosperity 4. C wealthy<br>5. A carefully labels 6. A creativity 7. D satisfactorily<br>8. A should include 9. B great pleasure 10. C encouragement | - To develop SS' vocab.<br>-So that SS are aware of mistakes to avoid<br>- To give | Indivi-duals<br>T-SS | Handouts<br>- Chalk & board |

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| (6-8') | **Cleft sentences**<br>These are sentences introduced by *it is/ it was*. Different parts of the sentence can be emphasized in this way.<br>*Sue sent me a letter yesterday.*<br>Subject focus (Nhấn mạnh chủ ngữ)<br>. **It was Sue** who sent me a letter yesterday. (not Marry or Linda)<br>Object focus (Nhấn mạnh tân ngữ)<br>. **It was a letter** that Sue sent me. (not a book or anything else)<br>Adverbial focus (Nhấn mạnh trạng từ)<br>. **It was yesterday** that Sue sent me a letter. (not three days ago)<br>1. **Who** is usually used for proper subjects. **That** is usual for non-personal subjects:<br>It's speed **that** causes accidents, not bad roads.<br>2. When the object is a proper noun, **that** is more usual than **who**. With all other objects, **that** is the correct form<br>It was Ann **that** I saw. | an explanation on how the structures are used<br>- For SS to internalize the structures | T-SS<br>T-SS | - Chak & board |
| (4-5') | **Activity 1: Focus identifying**<br>- Arrange SS into pairs.<br>- Give each student a copy of the task below.<br>**Check (✓) the option that indicates the emphasized part of the** | - To help SS focus on use of the structures<br>- To | Pairs | - Handouts |

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|  | **sentence.**<br>1. It was on television that I watched this film.<br>☐ subject ☐ object ☐ adverbial<br>2. It's Tom who is smiling.<br>☐ subject ☐ object ☐ adverbial<br>3. It was beer that we ordered.<br>☐ subject ☐ object ☐ adverbial<br>4. It was at the supermarket that my brother works.<br>☐ subject ☐ object ☐ adverbial<br>5. It was the lift that broke down.<br>☐ subject ☐ object ☐ adverbial<br>6. It's a party that they are having.<br>☐ subject ☐ object ☐ adverbial<br>- Have SS do the task.<br>- Call on SS to speak out the answers.<br>- Invite class opinions and give feedback.<br>Expected answers:<br>1. adverbial 2. subject 3. object 4. adverbial 5. subject 6. object | expose SS to the contexts in which the structures are used<br>- | Pairs | Handouts |
| (10-12') | **Activity 2 Rewriting** (textbook, 170)<br>- Ask SS to do the task individually. | - To enable SS to put the structures into use in writing | Indivi-duals | - Textbook |

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|  | - Go round giving help if needed.<br>- Call on SS to write the answers up on the board.<br>- Go over the answers with the whole class. |  |  |  |
| (3-4') | **Both … and, not only … but also …**<br>*Both … and* or *not only … but also* is used to emphasize a combination of two adjectives, nouns, verbs, etc.<br>. It was both cold and wet. = It was not only cold but also wet.<br>. He is both an actor and a director.<br>= He is not only an actor but also a director.<br>. He both paints and writes. = He not only paints but also writes. | - To introduce how the linking words are used | T-SS | - Chalk & board |
| (5-6') | **Activity 1: Gap-filling** (Handouts)<br>- Put SS into pairs.<br>- Give each student a copy of the task.<br>**Complete each sentence with *both*, *and*, *not only*, or *but also*.**<br>1. ………….. John and Rica were late.<br>2. I was both tired ………….. hungry when I arrived home.<br>3. She's …………..beautiful, but also. intelligent.<br>4. He collects ………….. paintings but also jewelry.<br>5. You should not only eat vegetables ………….. drink a lot of water.<br>6. They write …………..cartoons but also novels. | - For SS to practice using the linking words in contexts | Pairs | - Handdouts |

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|  | - Ask SS to fill the gaps.<br>- Go round giving help if needed.<br>- Call on SS to give the answers.<br>- Invite class opinions and give feedback.<br>Expected answers:<br>1.Both 2. and 3. not only 4. not only 5. but also 6. not only | - To check SS' understanding and use of the linking words | Groups | - Textbook |
| (8-10') | **Activity 2: Sentence rewriting** (textbook, p.171)<br>- Put SS into groups of three.<br>Tell SS to identify the errors and then rewrite the sentences.<br>- Call on SS to write the sentences up on the board.<br>- Go over the answers with the whole class. |  |  |  |
| **4. Home-work**<br>(1') | **Writing**<br>- Have SS write six sentences that are true about themselves, using *both ...and*, and *not only ... but also*. | - To give SS more practice at home | Indivi-duals | - Any relevant materials |

## Appendix

Set 1: (For student A)

**Card 1:** encourage **Card 2:** prosper **Card 3:** label **Card 4:** include
**Card 5:** purify **Card 6:** create **Card 7:** please **Card 8:** profit **Card 9:** satisfy

Set 2: (For student B)

**Card 1**: Give sb support, courage or hope
**Card 2:** Develop in a successful way; be successful, especially financially
**Card 3:** To fix a label on sth or write information on sth
**Card 4:** Make sb/ sth part of sth
**Card 5:** Make sth pure by removing substances that are dirty, harmful, or not wanted
**Card 6:** Make sth happen or ixist7
**Card 7:** Make sb happy
**Card 8:** Get sth useful from a situation
**Card 9:** Provide what is wanted, needed or asked for

* Mix up all the cards in each set before handing them out to SS.

# LESSON PLAN

## *Unit Thirteen* *Entertainment*

**Lessons $N_0$ 1-2** **Reading**

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| **Outcomes** | - By the end of the lesson, the students are able to skim for general ideas.<br>- By the end of the lesson, the students are able to scan for specific details. |
| **Type of lesson** | - Skill-based (reading) |
| **Key Vocabulary** | - melting pot - world-renown - criticism<br>- exhibition - mislead |
| **Key structures** | - It is in its major cities that many concerts and theatrical performances are found.<br>- Many movies produced in the USA are watched nightly by millions of people both in the US and around the world. |
| **Anticipated problems** | - Some students may be too shy to share ideas and get involved. |
| **Materials** | - Textbook - Handouts<br>- Chalk and board - Word cards |

| **Stage / Timing** | **Procedure** | **Aims** | **Focus** | **Materials** |
|---|---|---|---|---|
| **1. Warm-up & lead-in**<br>(7 – 9’) | **Game: Pictionary**<br>- Divide the class into small groups.<br>- Ask two representatives, one from each group, to the board.<br>- Tell SS you are going to show the representatives some words, one by one, they will then draw the thing on the board and the groups will have to say what it is.<br>- The first group to call out the word or phrase scores one point. The group with more points wins the game. | - To raise SS’ interest and to introduce the topic | Groups | - Word cards |
| | - Check SS’ understanding of instructions and have them start the game.<br>- Keep a running total of points for each group on the board.<br>- Declare the winner.<br>The words and phrases used in the game are:<br>**TV** **Music** **Sports** **Game shows**<br>- Ask SS what the common purpose of all these is.<br>Expected: To entertain / for entertainment | | T-class | - Chalk & board |
| | Transition: - Unit 13 is about entertainment. In the reading today, we’ll get to know more about entertainment somewhere. | | T-class | |

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| **2. Pre-reading**<br>(6 – 8') | - Write down on the board: **Unit 13 Entertainment - Reading**<br>**Teaching Vocabulary**<br>- Introduce some new words using examples, synonyms or explanations.<br>. a melting pot (n.) = place where large numbers of immigrants from many different countries live together (nơi pha trộn nhiều sắc tộc)<br>E.g.: *New York is a vast melting pot of different nationalities.*<br>. exhibition / ˌeksɪˈbɪʃn / (n.) = collection of things shown publicly (cuộc triển lãm)<br>exhibit / ɪgˈzɪbɪt / (v.) = display sth for the public<br>. renown / rɪˈnaʊn / (n.) = fame, distinction (tiếng tăm, danh tiếng)<br>renowned as/for sth (a.) = famous<br>E.g.: *Charlie Chaplin was renowned for his silent films.*<br>. mislead / mɪsˈli:d / (v.) = cause sb to have a wrong idea about sth (làm cho ai nghĩ sai lạc về … )<br>. criticism / ˈkrɪtɪsɪzəm / (n.) = remark that points out faults (sự/ lời chỉ trích, phê phán)<br>- Read the words one by one and ask SS to repeat. | - To introduce some vocab. to help SS understand the text<br>- To help enrich SS knowledge of vocab. | T-class<br>T-class | - Chalk & board<br>- Chalk & board |
| (2 – 4') | **Checking Vocabulary: Rub out and Remember**<br>- Rub out the words, one or two at a time and ask SS to read all the words again. Continue until no word is left on the board and SS can read them all out. | - To check the vocab. just learnt | T-class | - Chalk &board |

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| **3. While-reading**<br>(7 - 9') | **Activity 1****: Guiding Question**<br>- Ask SS to skim the text quickly to answer the question:<br>What is the passage about?<br>(Expected: (Different forms of ) entertainment in the USA)<br>- Tell SS to work with a partner, asking and answering the question.<br>- Call on a pair to ask and answer and check with the class. | - To give SS a reason to read | Indivi-duals<br>Pairs | - Chalk & board |
| (13-15') | **Activity 2****: Matching subtitles with paragraphs** (Task a, p.180)<br>- Ask SS to read the text and match the subtitles with the paragraphs.<br>- When they have finished, tell SS to compare answers in pairs.<br>- Go over the answers with the whole class. | - To develop skimming skill | Indivi-duals | - Textbook |
| (14-16') | **Activity 3****: True, False or Not Mentioned** (Task c, p.181)<br>- Arrange SS to work in pairs.<br>- Ask SS to scan the text and read the statements and say if they are true, false or not mentioned in the text.<br>- Move around to monitor unobtrusively.<br>- Tell SS to compare answers in small groups.<br>- Call on SS to read the statements and say their choice.<br>- Encourage SS to give explanations for their choice.<br>- Go over the answers with the class. | - To practise reading compre-hension | Pairs<br>T-class | - Textbook |

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| 8 -10') | **Activity 4: Gap Questions**<br>- Give SS handouts of incomplete sentences about the content of the text.<br>- Tell SS to read the text again and complete each sentence with the correct information.<br>- When they have finished, tell SS to compare answers with a partner.<br>- Go over the answers with the class.<br>This is the handout:<br>*Complete the sentences with the correct information.*<br>1. It is in its major cities that many world-famous ............, ............ and theatrical performances are found.<br>2. However, the most popular sources of entertainment are ............, ............ and ............ .<br>3. Most Americans enjoyed ............ They either ............ themselves or ............ their favorite sports and teams.<br>4. Americans love to travel and ............ is their most common leisure activity.<br>Expected answers:<br>1. concerts; art exhibitions<br>2. television; movies ; recorded music<br>3. sports; play sports; watch<br>4. car travel | - To develop SS' scanning skill | Indivi-duals<br>Pairs | - Textbook<br>- Handouts |

| | | | | |
|---|---|---|---|---|
| **4. Post-reading**<br>(10-15’) | **Discussion**<br>- Put SS into small groups of 4 or 5.<br>- Ask them to discuss and share ideas on the following topics:<br>a. Popular forms of entertainment in your hometown.<br>b. Your favorite forms of entertainment.<br>- Go around to monitor and give help if necessary.<br>- Call on SS to report about their groups’ discussion and share.<br>- Give feedback and comments. | - To personalize the task and allow SS to express themselves freely | Groups<br>T-class | - Textbook<br>- Chalk & board |
| **5. Home-work**<br>(1’) | **Reviewing vocabulary**<br>- Tell SS to learn the new vocabulary and do Task b, p. 181. | - Sth to do at home | Indivi-duals | - Textbook |

# LESSON PLAN

## *Unit Thirteen* *Entertainment*

### Lesson N$_o$ 3 Listening

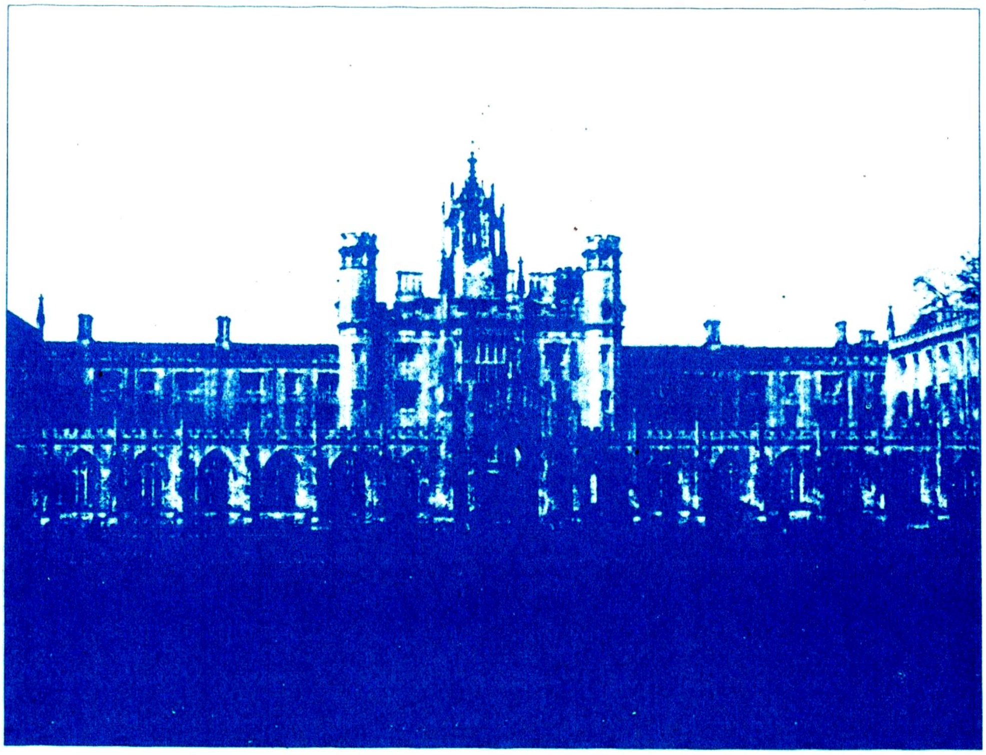
| | |
|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to listen for specific information.<br>- By the end of the lesson, the students are able to listen and understand the message.<br>- By the end of the lesson, the students learn more about cultural activities in Britain. |
| **Type of lesson** | - Skill-based (listening) |
| **Key Vocabulary** | - ball<br>- weave - marquee |
| **Key structures** | - People hold traditional dances, one of which is Maypole. |
| **Anticipated problems** | - Some students at the back may have difficulty listening in a large class. |
| **Materials** | - Textbook - CD player<br>- Chalk and board - Pictures |

| **Stage / Timing** | **Procedure** | **Aims** | **Focus** | **Materials** |
|---|---|---|---|---|
| **1. Warm-up & check-up**<br>(4 – 5') | **Game: Name the Place**<br>- Divide the class into two groups, A and B.<br>- Show SS a picture of Cambridge University. (**Appendix 1**)<br>- Ask SS to call out the name of the place.<br>- Tell SS you are going to give them some cues about the place. The first group to call out the name of the place wins the game.<br>These are the cues:<br>1. It's one the most famous universities in the world.<br>2. It has a world-famous publishing house.<br>3. It's one of the two oldest and most famous universities in Great Britain.<br>4. The short form of its publishing house is CUP (Cambridge University Press)<br>Transition: - What else do you know about Cambridge University? In the listening today, we'll get to know about cultural or entertainment activities at Cambridge University. | - To create interest and introduce the topic | Groups<br>T-class | - Picture |
| **2. Pre-listening**<br>(2 – 3') | - Write down on the board: **Unit 13 Entertainment - Listening**<br>**Teaching Vocabulary** (Task a, p. 182)<br>- Ask SS to match the words or phrases with the pictures. | - To provide SS with some | | - Chalk & board |

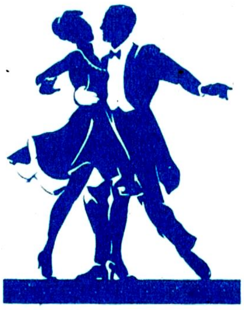
| | | | | |
|---|---|---|---|---|
| | - Check if SS know the meanings of the words.<br>- Show SS how to pronounce the words.<br>. marquee / ma:ˈki: / (n.) = a large tent used at social events ()<br>. ball / bɔ:l / (n.) = a big formal party with dance ()<br>- Go over the answers with the class. | vocab. to help them understand the listening text | T-class | - Chalk & board |
| **3. While-listening**<br>(7 - 8') | **Activity 1: True - False Statements** (Task b, p.182)<br>- Tell SS they are going to listen to Jack's letter, telling Ann about the activities he did at the university.<br>- Ask SS to read the statements, listen and check whether they are true or false. If they are false, give the correct information.<br>- Let SS listen the second time if necessary.<br>- Tell SS to compare answers in pairs.<br>- Go over the answers with the class; then let SS listen again and check. | - To give practice in listening and under-standing the message | T-class<br>Indivi-duals<br>Pairs | - Textbook<br>- CD player |
| (8 -10') | **Activity 2: Questions and Answers** (Task c, p.183)<br>- Ask SS to listen again and find the answers to the questions.<br>- Ask SS to work with a partner, ask and answer the questions to compare answers in pairs.<br>- Have SS listen again and check with the class. | - To pracrise listening for details | Indivi-duals<br>Pairs | - Textbook<br>- CD player |
| (5 – 7') | **Activity 3: Check (√) the suitable pictures**<br>- Ask SS to work in pairs. | | | |

<table>
<tr>
<td></td>
<td>- Give each pair a handout with pictures showing different activities. <b>(Appendix 2)</b><br>- Tell SS to check (√) the pictures describing the activities mentioned in the listening text.<br>- Let SS listen again and check with the class. (Expected: A, C, D, E)</td>
<td>- To challenge SS with specific activities</td>
<td>Pairs</td>
<td>- Handouts<br>- CD player</td>
</tr>
<tr>
<td><b>4. Post-listening</b><br>(10-11')</td>
<td><b>Speaking: Personalization</b><br>- Arrange SS to work in small groups.<br>- Tell them to talk and share ideas on holiday activities in their community or hometown.<br>- Go around to monitor and give help if necessary.<br>- Call on some SS to report to the class about their groups.<br>- Give feedback and comments on what SS have.</td>
<td>- To integrate some speaking<br>Personal-isation is fun and challenging</td>
<td>Groups<br>T-class</td>
<td>- Chalk & board</td>
</tr>
<tr>
<td><b>5. Home-work</b><br>(1')</td>
<td><b>Facts Finding</b><br>- Tell SS to complete the table about cultural or holiday activities held in their community or hometown.
<table>
<tr><th>Time of the year</th><th>Holiday Activities</th></tr>
<tr><td>1.</td><td></td></tr>
<tr><td>2.</td><td></td></tr>
<tr><td>3.</td><td></td></tr>
</table>
</td>
<td>- For SS to find facts about their community</td>
<td>Indivi-duals</td>
<td>- Chalk & board<br>- Personal experience</td>
</tr>
</table>

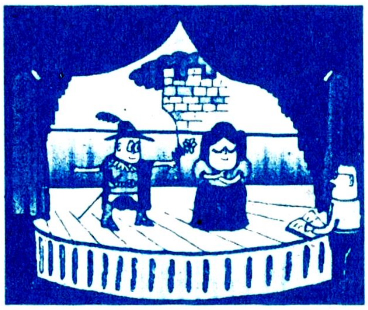
## Appendix 1: Game - Name the Place



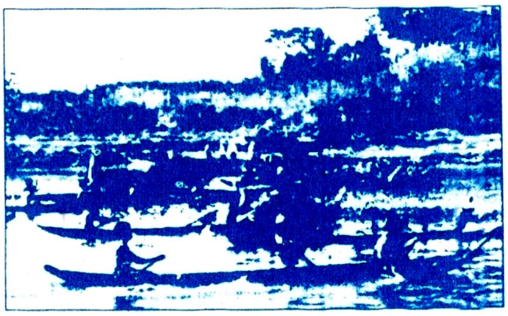
## Appendix 2: Activity 3 - Check (√) the suitable pictures



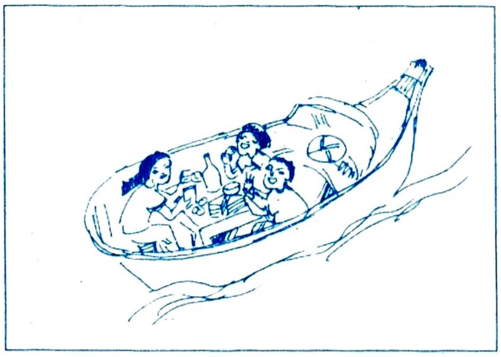
A



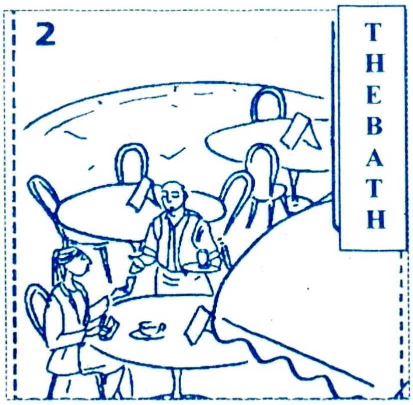
B



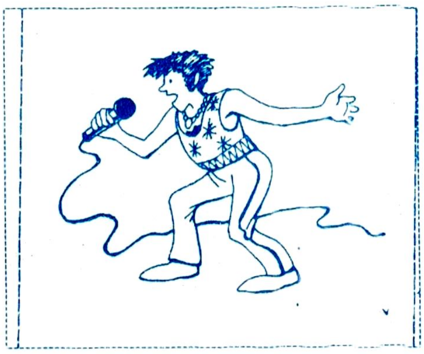
C



D



E



F

# LESSON PLAN

## *Unit Thirteen* *Entertainment*

### Lesson No 4 Speaking

| | |
|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to express agreement or disagreement about holiday activities.<br>- By the end of the lesson, the students are able to give reasons to argue for their opinion. |
| **Type of lesson** | - Skill-based (speaking) |
| **Key Vocabulary** | - unicorn<br>- Halloween<br>- trick<br>- stunning<br>- nasty |
| **Key structures** | - That's true. I completely agree with you.<br>- That's not the way I see it. |
| **Anticipated problems** | - Some students seem too shy to express themselves and share opinions. |
| **Materials** | - Textbook<br>- Chalk and board<br>- Pictures<br>- Pieces of paper |

| **Stage / Timing** | **Procedure** | **Aims** | **Focus** | **Materials** |
|---|---|---|---|---|
| **1. Warm-up**<br>(5 – 7’) | **Game****: Describing Pictures**<br>- Ask SS to work in small groups.<br>- Show SS a picture of ‘bungee jumping’. (**Appendix 1**)<br>- Tell the groups to write down as many adjectives as possible about the activity.<br>- Collect the groups’ pieces of paper, read the adjectives and check with the class.<br>- The group with the most adjectives wins the game.<br>- Declare the winner.<br>- Write down on the board the same adjectives from different groups, and some opposite ones if any.<br>- Ask SS: What does it mean when you all use these same adjectives?<br>(Expected: We all agree that …(adjective)… .)<br>And what does it mean when some of you use this adjective while the others use the opposite to describe the activity?<br>(Expected: That means we disagree with each other about that.)<br>Transition: - What do you say to express agreement or disagreement? Today we’ll practice expressing agreement and disagreement and how to explain reasons. | - To create interest, and to introduce the topic<br>- To draw SS attention to the key function | Groups<br>T-class<br>T-class | - Picture<br>- Pieces of paper<br>- Chalk & board |

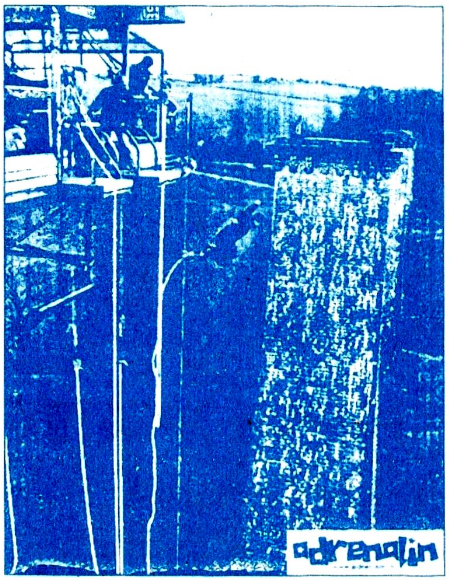
<table>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr>
<td><b>2. Pre-Speaking</b><br>(2 - 3')</td>
<td>- Write on the board:<br><b>Unit 13 Speaking – Expressing Agreement and Disagreement</b><br><b>1. Matching pictures with holiday activities</b> (Task a, pp.183 - 184)<br>- Ask SS to study the pictures and match them with the holiday activities.<br>- Tell SS to compare answers in pairs.<br>- Go over the answers with the whole class.</td>
<td>- To help SS associate names with real activities</td>
<td>Indivi-duals<br>Pairs</td>
<td>- Chalk & board<br>- Textbook</td>
</tr>
<tr>
<td>(4 - 5')</td>
<td><b>2. Introducing useful language</b> (Task b, p.184)<br>- Elicit and introduce expressions of agreement and disagreement and the language used to explain reasons.
<table>
<tr><th colspan="2">Useful Expressions</th></tr>
<tr><th>Agreement</th><th>Disagreement</th></tr>
<tr><td>- That's true. I completely agree with you.<br>- I'm with you there. And besides, …<br>- I can't agree with you more.<br>- I can't help thinking the same!<br>- You can say that again.<br>- Yeah, you're right.</td>
<td>- Well, I personally think that …<br>- I don't quite agree with you because …<br>- That's not the way I see it. You see …<br>- That's an interesting point of view, but I think …<br>- That's not a good idea since …<br>- That sounds right, but for one</td></tr>
</table>
</td>
<td>- To provide language input for speaking activities later</td>
<td>T-class<br>Indivi-duals</td>
<td>- Textbook<br>- Chalk & board</td>
</tr>
</table>

| | | | | |
|---|---|---|---|---|
| **3. While-Speaking**<br>(12-15') | - Yes, I think so, too. / thing …<br>- You're right there, but I think<br>**Activity 1: Talking about holiday activities** (Task c, p.185)<br>- Tell SS to work in small groups, discuss the positive and negative aspects of some holiday activities, and express their agreement or disagreement with their partners, plus explanations of reasons.<br>- Tell SS they can use the phrases suggested in the box and ideas of their own.<br>- Work with a student to model an example.<br>- Suggest some holiday activities around the world for SS to express their opinions about.<br>**mountaineering** **boxing** **wind surfing**<br>**bungee jumping** **wrestling** **skiing**<br>- Go around to monitor and jot down errors for correction later. | - To allow SS to speak freely and share ideas | Groups | - Textbook<br>- Chalk & board |
| (7 – 8') | **Activity 2: Find and Match**<br>- Put ss into groups of six.<br>- Prepare 4 sets of picture cards, two sets about the same holiday activity. One of the two contains a check (√) meaning 'enjoy', the other a cross (×) meaning 'not enjoy or agaisnt'. (**Appendix 2**) | - To provide meaningful activity where SS | Groups<br>Pairs | - Picture cards |

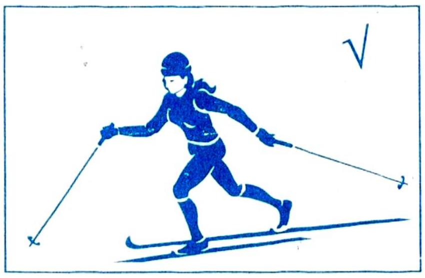
| | | | | |
|---|---|---|---|---|
| | - Give each student a card. Make sure SS in each group has 3 different cards so that they all make up 3 different pairs.<br>- Tell SS not to show their card to their friends, but make questions to find the person who goes on the same holiday and who has the same opinion about the holiday and match together.<br>- Go around to control and monitor unobtrusively.<br>- Call on some students to report about their pairs. Tell the other students with the same cards to express their agreement, and those with a different card to express their disagreement with explanations.<br>E.g.: P.1: We went to mountaineering and it was exciting.<br>P.2: Yes, we also went mountaineering and we had the same feeling / we completely agree with you.<br>P.3: We also went mountaineering but we don't agree with you there. We found it boring and exhausting.<br>- Give feedback and comments. | have to communicate to solve the problem | SS-SS | |
| **4. Post-Speaking**<br>(5 - 6') | **Writing about themselves**<br>- Ask SS to work in pairs and write a few sentences about themselves and their friends concerning entertainment activities.<br>- Tell SS they can use the prompts given to help them:<br>*Most of us ...* *Some found it ...* *but others ...*<br>- Call on some students to read their sentences and ask the class to give comments. | - For SS to express themselves in writing | Pairs | - Chalk & board |

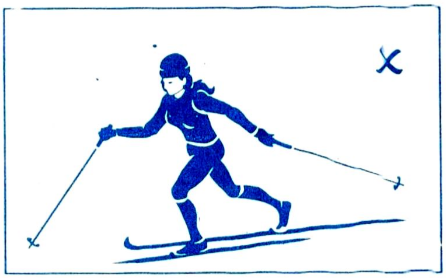
|  |  |  |  |  |
|---|---|---|---|---|
| **5.**<br>**Home-work**<br>(1') | - Give feedback and comments.<br>**Language Review**<br>- Ask SS to review the language used to express agreement and disagreement and to explain reasons. | - Sth to do at home | Indivi-duals | - Textbook |

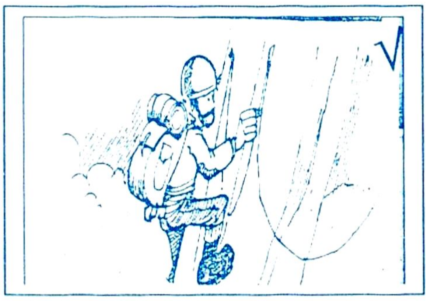
**Appendix 1: Game**

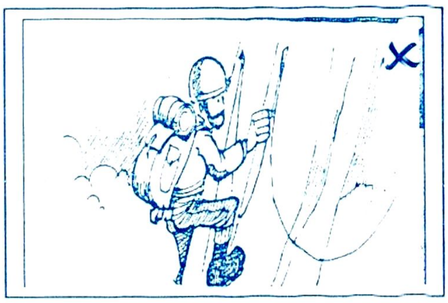


**Appendix 2: Activity 2 - Find and Match**









## LESSON PLAN

## *Unit Thirteen* *Entertainment*

**Lessons N$_0$ 5** **Writing**

| | |
|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to describe holiday activities.<br>- By the end of the lesson, the students are able to organize and write about holiday activities. |
| **Type of lesson** | - Skill-based (writing) |
| **Key Vocabulary** | - parade - grab<br>- float - duck into … |
| **Key structures** | - First, I went to see the parade of the krewe of Zulu. |
| **Anticipated problems** | - Some students seem not willing to express themselves even in writing. |
| **Materials** | - Textbook - Handouts - Pictures<br>- Chalk and board - Sheets of paper |

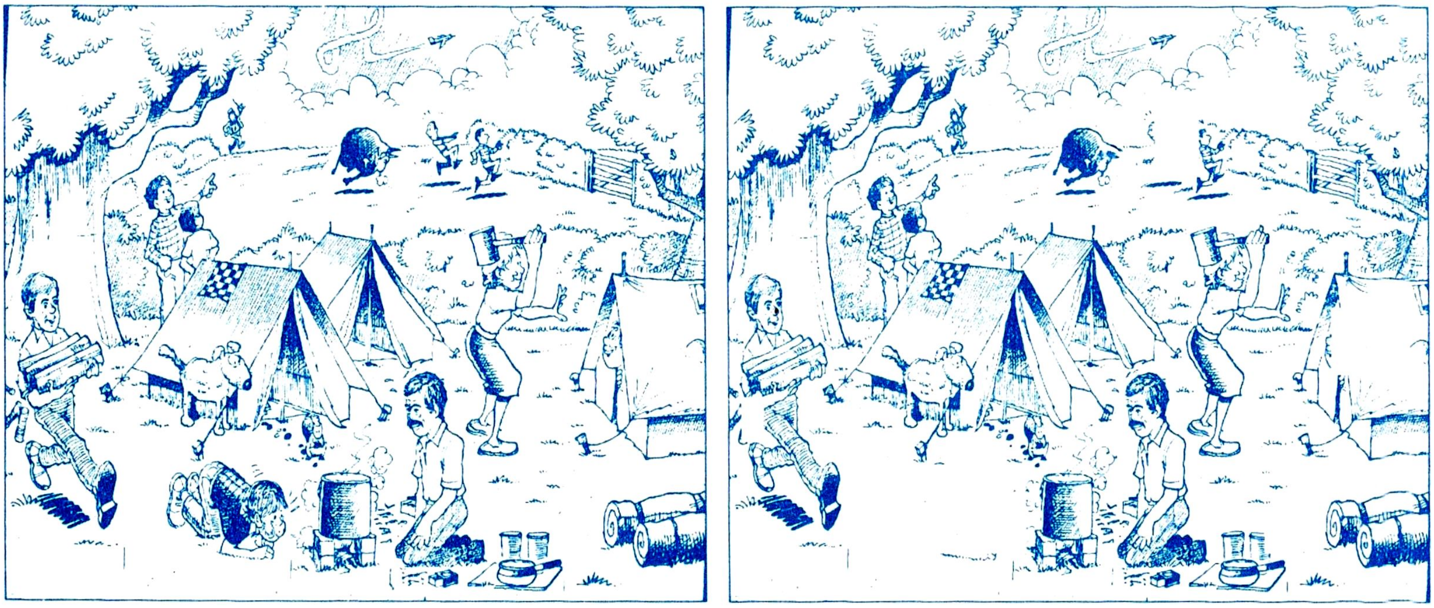
| Stage / Timing | Procedure | Aims | Focus | Materials |
|---|---|---|---|---|
| **1. Warm-up & lead-in**<br>(6 – 8') | **Game: Spot the Differences**<br>- Put SS into small groups of six.<br>- Give 3 students in each group a picture, and the other 3 another picture. **(Appendix)**<br>- Tell SS not to show their picture to the other 3 in the group.<br>- Tell SS there are 5 differences in the two pictures, and ask them to make questions or talk to the other 3 in their group to find out the differences.<br>- The first group to find all the differences wins the game. | - To create interest, and challenge SS with questions and description | Groups | - Pictures<br>- Chalk & board |
| | - Ask SS: - What are the people in the pictures doing?<br>(Expected: (going) on holiday)<br>- Have you ever joined/attended a holiday activity somewhere?<br>- Imagine you had a pen pal and you would like to share your experience with him/her. What would you do?<br>(Expected: Write him/her a letter telling him/her about it) | - To introduce the lesson | T-class | |
| | Transition: - Yes, and today we will practise writing about holiday activities to share our experience with other people.<br>- Write down on the board:<br>**Unit 13 Writing about Holiday Activities** | | T-class | - Chalk & bboard |

<table>
<tr>
<td><b>2. Pre-writing</b><br>(3 – 4')</td>
<td><b><u>Activity 1</u>: Recognize Verb Forms</b> (Task a, p.186)<br>- Tell SS to underline the verb forms in the letter.<br>- Elicit from SS the organization of and the tenses used in the report about the holiday.<br><u>Expected answers</u>: It is organized in chronological / time order.<br>The tenses used are <i>past simple</i>, <i>past progressive</i> and <i>past perfect</i>.<br>- Ask SS to distinguish between these tenses and how they are used in a report.</td>
<td>- To focus SS attention on the tenses used and how things are organized</td>
<td>Indivi-duals<br>T-class</td>
<td>- Textbook</td>
</tr>
<tr>
<td>(3 – 4')</td>
<td><b><u>Activity 2</u>: Fill in a Table</b><br>- Ask SS to read the letter and complete the table about the holiday with suitable information.
<table>
<tr><td>Name of holiday</td><td>.........................</td></tr>
<tr><td>Time / Day</td><td>.........................</td></tr>
<tr><td>Type</td><td>Cultural</td></tr>
<tr><td>Significance</td><td>Celebration prior to fasting season of Kent</td></tr>
<tr><td>Celebrations and descriptions</td><td>........................., parties:<br>throwing ..............., handing out ..........., a stunning ................., drinking ...........</td></tr>
<tr><td>Costumes</td><td>.........................</td></tr>
</table>
</td>
<td>- To focus SS on important details of a writing</td>
<td>Indivi-duals<br>T-class</td>
<td>- Handouts<br>- Textbook</td>
</tr>
</table>

<table>
<tr>
<td></td>
<td>
Expected answers:
<table>
<tr><td>Name of holiday</td><td>Mardi Gras / Fat Tuesday</td></tr>
<tr><td>Time</td><td>Tuesday</td></tr>
<tr><td>Type</td><td>Cultural</td></tr>
<tr><td>Significance</td><td>Celebration prior to fasting season of Kent</td></tr>
<tr><td>Celebrations and descriptions</td><td>Parades, marching bands, parties:<br>Throwing beads to the crowds, handing out painted coconuts, a stunning procession of floats, drinking hurricane</td></tr>
<tr><td>Costumes</td><td>African clothes, colorful and original costumes</td></tr>
</table>
- Tell SS to compare answers with a partner and then check with the class.
</td>
<td>- For SS to share</td>
<td>Pairs</td>
<td></td>
</tr>
<tr>
<td>(2 – 4')</td>
<td>
<b>Activity 3: Outline of the Description</b><br>
- Elicit and introduce the general outline of a description of holiday activities.
<ul>
<li>Introduction of the event (where, when, who, what) and its general features.</li>
<li>Specific details / detailed description of what was happening</li>
<li>Conclusion (how you felt about/ your impression of the event)</li>
</ul>
</td>
<td>- To provide SS with a general format of the writing</td>
<td>T-class</td>
<td>- Chall & board</td>
</tr>
</table>

| | | | | |
|---|---|---|---|---|
| **3. While-writing**<br>(16-17') | **Write it Yourself** (Task b, pp.186 -187)<br>- Ask SS to work in pairs, based on the outline, the sample in Task a and the facts given, write a letter to their pen pal to tell him/her about the holiday activities of Co Loa Festival.<br>- Go around to monitor and give help if necessary.<br>- When they have finished, collect SS' writings for correction later. | - To have SS practise writing themselves | Pairs | - Textbook |
| **4. Post-writing**<br>(7 – 8') | **Peer correction**<br>- Ask one or two students to write their letters on the board for the class to check together.<br>- Tell the class to read the letters and give correction if necessary.<br>- Invite SS to give comments on their friends' writings.<br>- Give feedback and comments. | - For SS to correct and learn from one another | SS-SS<br>T-class | - Chalk & board |
| **5. Home-work**<br>(1') | **Writing**<br>- Ask SS to write about a holiday activity in their hometown. | - More practice at home | Indivi-duals | - Chalk & board |

## Appendix: Game - Spot the Differences



(**Answers**: 1. 2 boys chased by a bull (1boy) 2. a man looking form inside the tent (no man looking) 3. a boy blowing the fire (no boy) 4. two glasses/tins next to a pan (1 glass) 5. Some sticks falling down (no stick falling)

# LESSON PLAN

## Unit Thirteen Entertainment

**Lessons N$_o$ 6 - 7** **Language Focus**

| | |
|---|---|
| **Outcomes** | - By the end of the lesson, the students learn more vocabulary related to entertainment.<br>- By the end of the lesson, the students are able to use cleft sentences in the passive.<br>- By the end of the lesson, the students are able to use *either … or …*, *neither … nor …*, *both* and subject – verb agreement. |
| **Type of lesson** | - Grammar-based (Cleft sentences in passive, linking words, subject-verb agreement) |
| **Key Vocabulary** | - entertainment - fit<br>- twin |
| **Key structures** | - It's sports that are enjoyed by most Americans.<br>- Neither of the bicycles is in good condition. |
| **Anticipated problems** | - Some students seem too shy to get involved in the lesson. |
| **Materials** | - Textbook - Handouts<br>- Chalk and board |

| **Stage / Timing** | **Procedure** | **Aims** | **Focus** | **Materials** |
|---|---|---|---|---|
| **1. Warm-up**<br>(6 – 7') | **Game:** **Hot Seat**<br>- Divide the class into 2 groups, A and B.<br>- Ask for 2 representatives from the 2 groups to the seats in the front.<br>- Tell SS you are going to write words or phrases on the board, one by one, the groups describe them so that the representatives can say what it is. Tell SS they can't use words of the same family or translations.<br>- The first one to say the word wins one point for their group. The groups with more points wins the game. | - To create interest and introduce the language point | Groups | - Chalk & board |
| | - Check SS' understanding of instructions and have them start the game.<br>- Keep a running total of points for each group on the board.<br>- Declare the winner.<br>These are the words used in the game:<br>musician<br>concert<br>art gallery<br>orchestra<br>painter<br>movie<br>**Words related to entertainment** | | T - SS | - Chalk & board |

| | | | | |
|---|---|---|---|---|
| | Transition: - Yes, words related to entertainment. That's part of our lesson today.<br>- Write down on the board: **Unit 13** **Language Focus** | | T-class | - Chalk & board |
| **2. Word study**<br>(5 – 7') | **Words related to entertainment**<br>**Activity 1: Categories - Completing the table** (Task a, p.187)<br>- Ask SS to put the nouns in the box in the correct column in the table.<br>- Tell SS to compare answers with a partner and then check with the whole class.<br>- Check to see if SS know the meanings of all the words. | - For SS to distinguish words for different forms of entertainment | Individuals<br>T-class | - Textbook |
| (5 – 6') | **Activity 2: Gap-filling** (Task b, p.188)<br>- Ask SS to complete each of the sentences with a noun from the table in Task a or a correct form of the verbs given in the box.<br>- Tell SS to compare answers in pairs.<br>- Call on SS to read their completed sentences and check the answers with the whole class. | - To have SS use the words in context | Individuals<br>Pairs | - Textbook |
| **3. Grammar**<br>(16-18') | **Cleft Sentences in the Passive**<br>- Write the following sentence on the board and ask SS to rewrite it in another way:<br>- *They reduced the income tax, not VAT.*<br>(Expected: It was the income tax that they reduced, not VAT.) | - To review a grammar point and | T-class | - Chalk & board |

| | | | | |
|---|---|---|---|---|
| | - Ask SS what is emphasized in the sentence.<br>(Expected: The object 'the income tax')<br>- Ask SS what sentence structure is often used when the object is emphasized and the subject is not important.<br>(Expected: The passive)<br>- Elicit from SS the structure of cleft sentences in the passive.<br>• Cleft Sentences in the passive: In this structure, the object is emphasized, and followed by a defining relative clause in the passive:<br>**It + be + noun/pronoun + that + be + pp.**<br>- *They reduced the income tax, not VAT.*<br>→ *It was the income tax **that was reduced**, not VAT.*<br>Or the adverb is emphasized, and followed by a clause in the passive:<br>***It + be + prepositional/adverb phrase + that + subject + be + pp.***<br>*- It's on New Year's Day that children are given lucky money.* | a new structure<br>- To challenge Ss with the key structure | T-class | - Chalk & board |
| (6 – 8') | **Activity 1: Rewrite the Sentences** (Task, p.188)<br>- Ask SS to read the sentences in the task and rewrite them using the passive structure.<br>- Tell SS to work with a partner and compare answers.<br>- Call on SS to write their sentences on the board and check with the class. | - For SS to practise using the new structure | Individuals<br>Pairs<br>SS-SS | - Textbook<br>- Chalk & board |
| (8 – 9') | **Activity 2: Possible or Impossible?** | | | |

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| | - Ask SS to work in pairs.<br>- Give each pair a handout with sentences on.<br>- Ask SS to say if it is possible to use the structure of cleft sentences in the passive for each sentence. Ask them to write **P** (possible) or **I** (Impossible) in the space provided.<br>- Tell SS to write a cleft sentence for a sentence with **I**, and both structures (active and passive) for a sentence with **P**.<br>- Tell Ss to compare answers in small groups.<br>- Call on SS to write their sentences on the board and go over the answers with the class.<br>This is the handout:<br>*Write **P** in the space provided if it is possible or **I** if it is impossible to use the passive in the cleft sentence. If possible, rewrite the sentence in both forms; if impossible, rewrite it in the active form.*<br>1. My mother phoned me last night, not my brother. .........<br>2. She signed the application form, not the cheque. .........<br>3. They use laptop computers, not desktops. .........<br>4. The team arrived last Saturday, not Sunday. .........<br>5. The company allows their employees to drink on weekends, not weekdays. ......... | - To check SS recognition and provide more practice<br>- To introduce the new language point | Pairs<br>Groups<br>T-class | - Handouts<br>- Chalk & board |

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| (6 – 8') | **Linking Words with *Either … or …, Neither … nor …,* or *Both***<br>- Review the grammar point of these linking words.<br>• Sentences with *either … or …* and *neither … nor …*<br>- **Either … or … + affirmative / interrogative verb** is used to express alternatives emphatically when **either … or …** is the subject or object of the verb, meaning "*any one of two*".<br>- *Either Lan or her sister must be home now.*<br>- *It's urgent, so could you either phone or fax?*<br>- **Either … or …** can**not** be the subject of a negative verb. In other cases, **either … or … + negative verb** can replace **neither … nor …**<br>- *Tom didn't either write or phone home.*<br>- **Neither … nor … + affirmative verb** is an emphatic way of combining two negatives, meaning "*not one and not the other*".<br>- *Tom neither wrote nor phoned home.*<br>• Sentences with *both.*<br>- **Both** is used to refer to two. As the subject of the verb, **both** takes a plural verb.<br>- *Nam likes action films. So does Ba.*<br>→ ***Both** of them like action films.* | - To provide some revision to refresh SS knowledge of the grammar point | T-class<br>T-class | - Chalk & board<br>- Chalk & board |

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| (4 – 5') | **Subject – Verb Agreement**<br>- In sentences with *either* ... *or* ... or *neither* ... *nor* ... as the subject, the verb may be singular or plural depending on whether the noun / pronoun following *or* and *nor* is singular or plural.<br>We have the formulas:<br>$\boxed{\left\{\begin{array}{l}\text{either}\\ \text{neither}\end{array}\right\} + \text{noun} + \left\{\begin{array}{c}\text{or}\\ \text{nor}\end{array}\right\} + \textbf{singular}\ \text{noun} + \textbf{singular}\ \text{verb}}$<br>→ ***Either*** *you* ***or*** *Joe* ***is*** *wrong.*<br>$\boxed{\left\{\begin{array}{l}\text{either}\\ \text{neither}\end{array}\right\} + \text{noun} + \left\{\begin{array}{c}\text{or}\\ \text{nor}\end{array}\right\} + \textbf{plural}\ \text{noun} + \textbf{plural}\ \text{verb}}$<br>- *Either Tom or his* ***friends are coming*** *to see you.* | - To focus SS on the verb forms used in the strucutres | T-class | - Chalk & board |
| (5 – 6') | **Activity 1**: **Sentence Transformation** (Task, p. 189)<br>- Tell SS to read the sentences and rewrite them using *either* ... *or* ... instead of *both* ... *and* ...<br>- Remind SS of the parallel structure of sentences with these linking words.<br>- Call on SS to read their sentences and check with the whole class.<br>- Give feedback and comments. | - To provide some controlled | Indivi-duals | - Textbook |

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| (4 – 5') | **Activity 2: Sentence Combination** (Task, p.189)<br>- Read the example and tell SS to pay attention to how the words link the ideas.<br>- Ask SS to read the pairs of sentences and combine them using *neither … nor …*<br>- Tell SS to compare answers in pairs.<br>- Call on SS to write their sentences on the board for the class to check.<br>- Go over the answers with the whole class. | practice on the structure<br>- To provide less controlled practice | T-class<br>Indivi-duals | - Textbook<br>- Chalk & board |
| (5 – 6' ) | **Activity 3: Sentence Completion** (Task, pp.189 - 190) .<br>- Ask SS to read the sentences and fill in each of the blanks with a suitable word *either*, *neither* or *both*.<br>- Tell SS to pay attention to the meanings and the verb forms of the sentences.<br>- Tell SS to compare answers with a partner.<br>- Go over the answers with the class. | - To check SS understanding of each phrase | Pairs<br>SS-SS<br>Indivi-duals | - Textbook |
| (5 – 6') | **Activity 4: Choose the Correct Verb Form** (Task, p.190)<br>- Ask SS to read the sentences and exchanges and choose the correct verb forms for each.<br>- Tell SS to pay attention to the linking words used in each case.<br>- Tell SS to compare answers with a partner. | - Some | Pairs<br>Individ | - Textbook |

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| | - Call on SS to read their completed sentences.<br>- Then go over the answers with the class. | controlled practice on verb forms | uals | |
| (8 - 9') | **Activity 5: Personalization**<br>- Tell SS to work in pairs and talk about the entertainment activities that they like or dislike.<br>- Then tell them to make sentences about themselves using *both*, *either* or *neither*.<br>- Work with a student to give a model example:<br>S. I enjoy watching TV.<br>T. Me, too. *Both of us* enjoying watching TV.<br>S. I don't like boxing and mountaineering.<br>T. We don't like *either* boxing *or* mountaineering. / *Neither* of us likes boxing and mountaineering.<br>- Check SS' understanding of instructions and let them do the task.<br>- Go around to monitor and note down errors for correction later.<br>- Call on SS to report about their pairs.<br>- Give feedback and comments. | - To engage Ss with some personalization and have them speak freely | Pairs<br>T-class<br>SS-SS | - Chalk & board |
| **4. Home-work**<br>(1') | **Sentence Completion**<br>- Give out handouts and ask SS to look at the information about the two restaurants and complete the sentences. | | | - Handouts |

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| | This is the handout:<br>*Look at the information and then complete the sentences using* ***both of them****,* ***either of them*** *or* ***neither of them****.*<br>**The Steak House**<br>Traditional British steak suppers<br>French and Italian meals<br>Non-smoking area<br>**The White Horse**<br>Traditional British steak suppers<br>Italian and Chinese meals<br>Non-smoking area<br>1. ……………………… (serve traditional British steak suppers).<br>2. ……………………… (have live music).<br>3. ……………………… (have a non-smoking area).<br>4. We can go to ……………………… for Italian meals.<br>5. ……………………… (have a family room).<br>Expected answers:<br>1. *Both of them serve* traditional British steak suppers.<br>2. *Neither of them has* live music.<br>3. *Both of them have* a non-smoking area.<br>4. We can go to *either of them* for Italian meals.<br>5. *Neither of them has* a family room. | - To give SS more practice at home to review what they have learned | Individuals<br>Individuals | - Handouts |

## LESSON PLAN

## Unit Fourteen Space Conquest

**Lessons N$_0$ 1-2** **Reading**

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| **Outcomes** | - By the end of the lesson, the students are able to scan for specific details.<br>- By the end of the lesson, the students are able to skim for general ideas. | | |
| **Type of lesson** | - Skill-based (reading) | | |
| **Key Vocabulary** | - conduct<br>- sponsor | - envisage<br>- ferry | - frontier<br>- explore |
| **Key structures** | - Moon buses may transport guests on low gravity excursions. | | |
| **Anticipated problems** | - Some students seem not willing to speak and share ideas. | | |
| **Materials** | - Textbook<br>- Chalk and board | - Handouts<br>- Pictures | |

| **Stage / Timing** | **Procedure** | **Aims** | **Focus** | **Materials** |
|---|---|---|---|---|
| **1. Warm-up & lead-in**<br>(7- 9') | **Game: Cut-up Pictures**<br>- Divide the class into three groups, A, B and C.<br>- Give each group the pieces of 3 pictures cut-up and shuffled. (Yuri Gagarin, Neil Armstrong, and an astronaut). (**Appendix**)<br>- Tell the groups to put the pieces together to have complete pictures and then write the names in the space provided.<br>- When they have finished, stick their pictures on the board.<br>- The first group to finish and get all correct scores 5 points. With a correct name, the group wins another 5 points.<br>- The group with more points wins the game.<br>- Declare the winner.<br>- From the pictures, elicit from SS the topic of the next unit: 'These pictures represent the topic of the next unit. What is it?'<br>(Expected: Space Conquest / Space Exploration)<br>Transition: - Yes, and that's the topic of unit 14. In the reading today, we'll get to know more about space exploration in the world. | - To create interest, energize SS and challenge them with some general knowledge | Groups<br>T-class | - Handout<br>- Chalk & board |
| **2. Pre-reading**<br>(6 – 8') | - Write down on the board: **Unit 14 Space Conquest - Reading**<br>**1. Brainstorming**<br>- Ask SS the following question to elicit vocabulary about the topic: | - To | T-class | |

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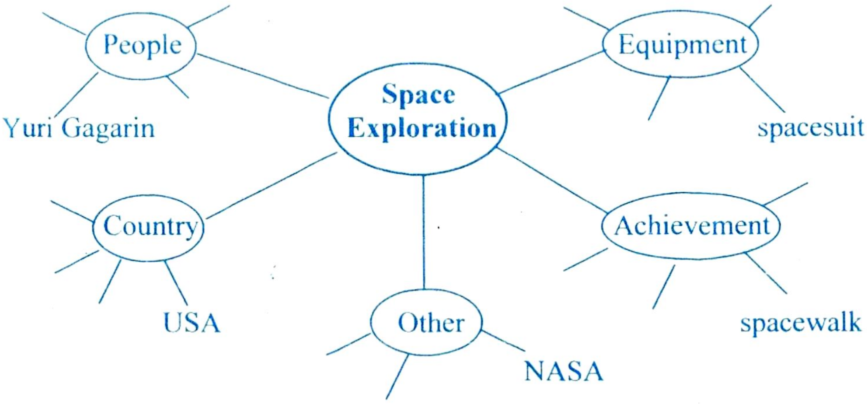
|  | 'What do you know about space exploration?'<br>- Tell SS to write down words in the mind map.<br><br> Space Exploration<br>People<br>Yuri Gagarin<br>Equipment<br>spacesuit<br>Country<br>USA<br>Achievement<br>spacewalk<br>Other<br>NASA | engage SS, and introduce the topic | T-class | - Textbook<br>- Chalk & board |
| (5 – 8') | **2. Teaching Vocabulary**<br>- Teach some vocabulary items through a multiple choice task.<br>- Ask SS to choose the word or phrase that is closest in meaning to the word in bold.<br>1. … the market research on the **demand** for space tourism<br>a. equipment b. need c. request<br>2. … the first research was **conducted** in Japan<br>a. carried out b. indicated c. investigated | - To provide SS with some language to help them understand the text<br>- To help | T-class | - Chalk & board |

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| | 3. This survey **revealed** that …<br>a. showed b. proved c. proposed<br>4. NASA is **sponsoring** a project …<br>a. working on b. supporting financially c. preparing<br>5. Wimberley Allison Tong & Goo **envisages** a hotel …<br>a. builds b. constructed c. imagines<br>6. Passengers might be **ferried** to and from it by …<br>a. transported b. led c. required<br>7. Space will provide vast new frontiers for the adventurous to **explore**.<br>a. enjoy b. travel c. examine<br>Expected answers: 1. b 2. a 3. a 4. b 5. c 6. a 7. c<br>- Have SS listen and repeat the words, one by one.<br>. demand / dɪˈmaːnd / (n.) . conduct / kənˈdʌkt / (v.)<br>. reveal / rɪˈviːl / (v.) . sponsor / ˈspɒnsə(r) / (v.)<br>. envisage / ɪnˈvɪzɪdʒ / (v.) . ferry / ˈferɪ/ (v.)<br>. explore / ɪksˈplɔː(r) / (v.) | enrich SS knowledge of vocab.<br>- To practice pronunciation<br>- To review what just learned | T-class<br>Groups<br>T-class | - Chalk & board<br>- Chalk & board |
| (2 – 4') | **Checking General Knowledge** (Task a, p.192)<br>- Read the questions in Task a and ask SS to choose the best answer to each question.<br>- Check with the whole class. | - To develop scanning skill<br>- To have | Individuals<br>Pairs<br>SS-SS<br>T-class<br>Indivi- | - Textbook<br>- Textbook |

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| **3. While-reading**<br>(12-15')<br>(9 - 12')<br>(12-15') | **Activity 1: True – False Statements** (Task a, p.193)<br>- Ask SS to read the text and the statements about the space exploration and decide if the they are true or false.<br>- Tell SS to compare answers with a partner.<br>- Call on SS to read the sentences aloud and say their choice. Ask SS to give explanations for false sentences.<br>- Check with the whole class.<br>**Activity 2: Questions and Answers** (Task b, p.193)<br>- Tell SS to read the text again and find the answers to the questions.<br>- Ask SS to work with a partner, ask and answer the questions.<br>- Call on pairs to ask and answer them and check with the whole class.<br>**Activity 3: Which Section? Which information?**<br>- Put SS into pairs and give out handouts of pieces of information from the passage.<br>- Ask SS to read the text and answer the questions by writing the section which mentions the piece of information in the space provided.<br>- Tell SS to compare answers in small groups and then go over the answers with the class.<br>This is the handout:<br>*Read the text and write A, B or C beside each question.* | SS practise reading graphs<br>- For SS to practise summarising the text and get the main idea | duals<br>Pairs<br>T-class<br>Pairs | - Handouts<br>- Textbook |

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| **4. Post-reading**<br>(10-12') | ***Which section mentions:***<br>a space station for holiday makers? 1<br>surveys on the demand for space tourism? 2<br>the price of a ticket into space? 3<br>a hotel powered by solar energy? 4<br>the percentage of people who wish to travel into space? 5<br>a hotel that orbits the Earth? 6<br>the use of lunar ice for drinking water? 7<br>the space trip taken by two Japanese businessmen? 8<br>Expected answers: 1. B 2. A 3. B 4. C 5. A 6. B 7. C 8. B<br>**Discussion**<br>- Arrange SS to work in small groups of 4 or 5.<br>- Ask them to discuss the following questions:<br>1. If affordable, would you like to take a space trip? Why? Why not?<br>2. Where would you go?<br>3. How long would you stay there?<br>4. What would you do there?<br>- Go around to monitor and give help if necessary.<br>- Call on SS to report about their groups and invite the class to give comments. | - To allow SS to express themselves and share ideas<br>- Speaking as an integrated skill<br>- To provide SS with some | T-class<br>Groups<br>T-class<br>SS-SS<br>T-class<br>Indivi-duals | - Textbook<br>- Chalk & board |

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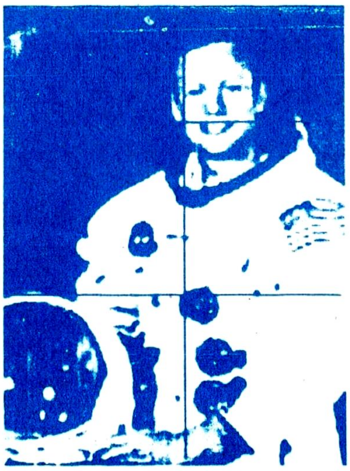
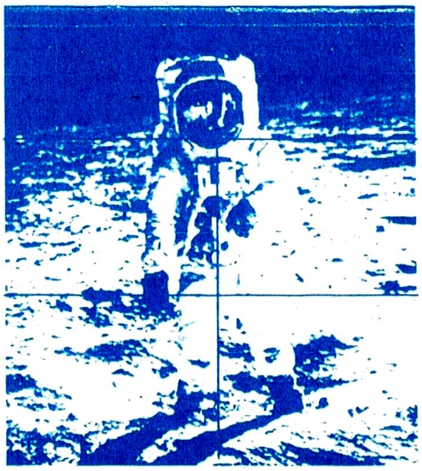
| **5.**<br>**Home-work**<br>(1') | **Sentence Building**<br>- Tell SS to make meaningful sentences using the cues given.<br>1. Many people / willing / pay/ to/ three months / salary / trip/outer space.<br>2. Two Japanese / pay / about $8 million / join/ Russian space trip/ 2001.<br>Expected answers:<br>1. Many people are willing to pay up to three months' salary for a trip to outer space.<br>2. Two Japanese paid about $8 million to join a Russian space trip in '01. | structure practice based on what they have learned |  |  |

**Appendix**





# LESSON PLAN

## Unit Fourteen

## Space Conquest

**Lesson $N_0$ 3** **Listening**

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| **Outcomes** | - By the end of the lesson, the students are able to listen for specific information.<br>- By the end of the lesson, the students are able to listen for general idea. |
| **Type of lesson** | - Skill-based (listening) |
| **Key Vocabulary** | - diverse<br>- integrity - candidate |
| **Key structures** | - Psychological health was even more important. |
| **Anticipated problems** | - Some students may have difficulty listening to the CD player in a large class. |
| **Materials** | - Textbook - CD player<br>- Chalk and board - Pictures |

| Stage / Timing | Procedure | Aims | Focus | Materials |
|---|---|---|---|---|
| **1. Warm-up & check-up**<br>(5 – 7') | **Game: What's he like?**<br>- Divide SS into two groups, A and B.<br>- Show SS a picture of a person and ask them who he is. (**Appendix**)<br>(Expected: Yuri Gagarin)<br>- Tell the groups to write down as many sentences as possible about Yuri Gagarin – who he was, what he was like.<br>- The group with more correct sentences about him wins the game.<br>- Set a time limit and let SS start the game.<br>- Read the groups' sentences and check with the class.<br>- Declare the winner.<br>Transition: - 'Yuri was an astronaut. What do you think an astronaut must be like? What are some requirements of astronauts?' The listening today is about how astronauts are selected.<br>- Write down on the board: **Unit 14 Space Conquest - Listening** | - To arouse interest and introduce the topic | Groups<br>T-class | - Picture<br>- Chalk & board |
| **2. Pre-listening**<br>(4 – 7') | **Brainstorming** (Task a, p.194)<br>- Tell SS to work in small groups.<br>- Ask SS to read the phrases in Task a and check (√) the things that are required of astronauts.<br>- Ask SS to add more things that they think are required of astronauts. | - To elicit ideas and facilitate the | Groups | - Chalk and board |

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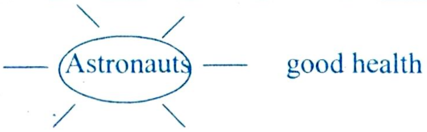
|---|---|---|---|---|
| |  Astronauts — good health<br>integrity<br>- Elicit from SS the countries that have developed space exploration.<br>(Expected: The USA, Russia, China, and Japan.) | listening task later | T-class | - Chalk and board |
| **3. While-listening**<br>(8 – 10') | **Activity 1: Completing the table** (Task b, p.194)<br>- Tell SS they are going to listen to a talk about astronaut selection in different countries.<br>- Ask SS to listen and complete the table with the information about the countries.<br>- Let SS listen again if necessary.<br>- Ask SS to compare answers in pairs and then go over the answers with the class. | - To practise listening for details | Indivi-duals<br>Pairs | - Textbook<br>- CD player |
| (7 – 9') | **Activity 2: Gap Questions** (Task c, p.194)<br>- Ask SS to listen again and complete the sentences with the correct information.<br>- Ask SS to compare answers with a partner.<br>- Call on SS to read their completed sentences.<br>- Have SS listen again and check the answers with the class. | - For SS to listen and pick out missing information | Indivi-duals<br>Pairs | - Textbook<br>- CD player |

<table>
<tr>
<td>**4. Post-listening**<br>(9 - 10')</td>
<td>**Writing**<br>- Arrange SS to work in pairs.<br>- Tell them to write a short paragraph about how astronauts were selected in The USA or Russia.<br>- Tell SS to refer to the table for the information.<br>- Go around to monitor and give help if necessary.<br>- Call on some SS to read their pairs' writings and ask the class to give correction and comments.<br>- Give feedback and comments on what SS have.</td>
<td>- To integrate writing skill for a change and for SS to use the information learned from the listening text</td>
<td>Pairs<br>SS-SS<br>T-class</td>
<td>- Textbook<br>- Notes</td>
</tr>
<tr>
<td>**5. Home-work**<br>(2')</td>
<td>**Facts about China**<br>- Tell SS to find information about Chinese space program.
<table>
<tr><th colspan="3">Chinese Space Program</th></tr>
<tr><th>Year</th><th>Spacecraft / Achievement</th><th>Number of Crew</th></tr>
<tr><td>1999</td><td>........................<br>Shenzhou, Soyuz</td><td>............<br>3</td></tr>
<tr><td>.........</td><td>Shenzhou 5<br>........................<br>(the third nation to place a person in orbit)</td><td>1<br>(Yang Liwei)</td></tr>
<tr><td>Oct. 2005</td><td></td><td>............</td></tr>
</table>
</td>
<td>- For SS to get to know more about world space exploration</td>
<td>Indivi-duals</td>
<td>- Media</td>
</tr>
</table>

Expected Answers:

| Chinese Space Program | | |
|---|---|---|
| **Year** | **Spacecraft / Achievement** | **Number of Crew** |
| 1999 | Shenzhou 1<br>Shenzhou, Soyuz | 0 (crewless)<br>3 |
| Oct. 2003 | Shenzhou 5<br>21-hour, 14-orbit flight<br>(the third nation to place a person in orbit) | 1<br>(Yang Liwei) |
| Oct. 2005 | | 2 |

**Appendix: What's he like?**

# LESSON PLAN

## Unit Fourteen

## Space Conquest

**Lesson N$_0$ 4** **Speaking**

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| **Outcomes** | - By the end of the lesson, the students are able to express degrees of certainty.<br>- By the end of the lesson, the students are able to talk about their plans for future activities. |
| **Type of lesson** | - Skill-based (speaking) |
| **Key Vocabulary** | - pale<br>- holiday activities |
| **Key structures** | - I might go to Da Lat next summer vacation. |
| **Anticipated problems** | - Some students seem too shy to speak up. |
| **Materials** | - Textbook<br>- Picture<br>- Chalk and board<br>- Handouts |

| **Stage / Timing** | **Procedure** | **Aims** | **Focus** | **Materials** |
|---|---|---|---|---|
| **1. Warm-up & check-up**<br>(6 – 7') | **Game: Flashing the Picture**<br>- Arrange SS to work in two groups, A and B.<br>- Flash a picture quickly and ask SS to say what it is. (**Appendix 1a**)<br>- With a correct sentence about the picture, the group scores one point. The group with more points wins the game.<br>- Keep a running total of points for each group on the board.<br>- Declare the winner. | - To create interest, and to challenge Ss with the key structure | Groups | - Picture |
| | - Ask SS: 'Why is the baby crying?'<br>- If the answer is 'He **is** hungry. / …', ask SS how they know that.<br>- Ask SS what to use when they just guess, but not sure of something.<br>(Add a clock to the picture to show time in order to elicit more answers with high degree of certainty like 'He must be ...'.) (**Appendix 1b**)<br>(Expected: Maybe/Perhaps he's hungry. / He might be thirsty. / He must be sleepy. /…) | | T-class | |
| | Transition: - So when we are not sure of something, we can only tell the possibility. Today we will practise expressing possibility through different degrees of certainty.<br>- Write on the board: **Unit 14 Speaking – Talking about Possibility** | - To introduce the lesson | T-class | - Chalk & board |

<table>
<tr><td><strong>2. Pre-Speaking</strong><br>(4 – 5')</td><td><strong>Eliciting and Introducing Useful Language</strong><br>- Make questions to elicit and then introduce the language used to express possibility.<br>- Draw a continuum to show the degree of certainty the modals express.<br>
<table>
<tr><th colspan="4"><strong>Degrees of Certainty</strong></th></tr>
<tr><td></td><td><strong>Low degree</strong><br>(Less Certain)</td><td></td><td><strong>High degree</strong><br>(More Certain)</td></tr>
<tr><td>Modals:</td><td>may<br>might<br>could</td><td>should</td><td>must<br>can't<br>(sure or almost sure)</td></tr>
<tr><td>Adverbs:</td><td>maybe<br>perhaps</td><td></td><td></td></tr>
</table>
</td><td>- To provide SS with the target language to help facilitate speaking tasks later</td><td>T-class</td><td>- Chalk & board</td></tr>
<tr><td><strong>3. While-Speaking</strong><br>(7 - 8')</td><td><strong>Activity 1</strong><strong>: Talking about the Situations</strong> (Task a, p.195)<br>- Ask SS to work in pairs, read the situations and make a sentence using a suitable modal to express possibility.<br>- Go around to monitor and give help if necessary.<br>- Call on pairs of SS to act out the exchanges for the situations.<br>- Give feedback and comments.</td><td>- To pracctise using the target language</td><td>Indivi-duals<br><br>Pairs</td><td>- Textbook</td></tr>
</table>

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| (6 – 8') | **Activity 2: Talking about the Pictures**<br>- Ask SS to work in pairs.<br>- Give each pair a set of pictures. (**Appendix 2**)<br>- Tell SS to study the pictures and talk about what might happen in each case using suitable modals to express the degrees of certainty.<br>- Show a picture and model an exchange to give SS an example.<br>- Go around to monitor unobtrusively.<br>- Call on SS to talk about the pictures and invite the class to express their opinion and to give comments.<br>- Give feedback and comments. | - For SS to make use of the structures in a free way | Individuals<br>SS-SS<br>T-class | - Pictures<br>- Chalk & board |
| (5 – 7') | **Activity 3: Talking about plans for next summer vacation**<br>(Task b, p. 196)<br>- Arrange SS to work in small groups.<br>- Ask SS in their groups to talk about what they plan to do next summer vacation. Tell them to use the modals to express possibility.<br>- Work with a student to model the example exchange.<br>- Have SS do the task.<br>- Go around to check and give help if necessary.<br>- Call on some students to report about their groups.<br>- Give feedback and comments. | - To personalize the task and let Ss speak freely about themselves | Groups<br>SS-SS | - Textbook |

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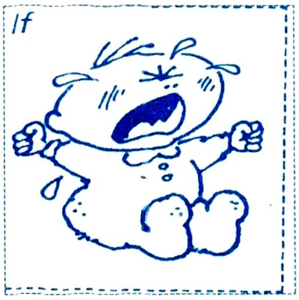
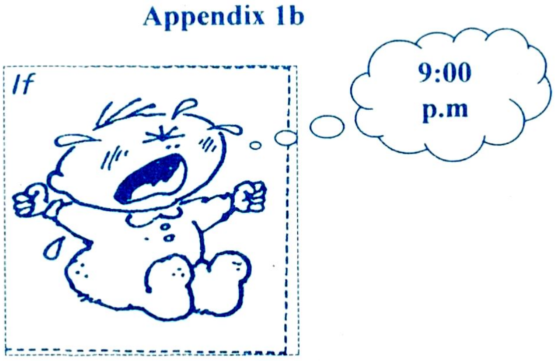
| **4. Post-Speaking**<br>(7 - 8') | **Writing about your plans**<br>- Tell SS to write a few sentences about what they might do next summer vacation.<br>- Ask SS to form small groups of 4 or 5, exchange their writings for correction and share ideas.<br>- Give feedback and comments. | - For SS to express themselves in writing | Indivi-duals<br>Groups | - Pieces of paper |
| **5. Home-work**<br>(1') | **What's in common?**<br>- Ask SS to write a short paragraph about their group or class plans for the next vacation, beginning with:<br>*Most of us in the group / class are not sure of what to do in the next summer vacation. Some might ...* | - For SS to write about what they have discussed | Indivi-duals | - Chalk & board |

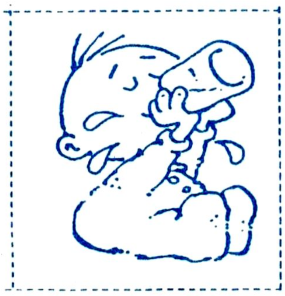
**Appendix 1a: Warm-up**



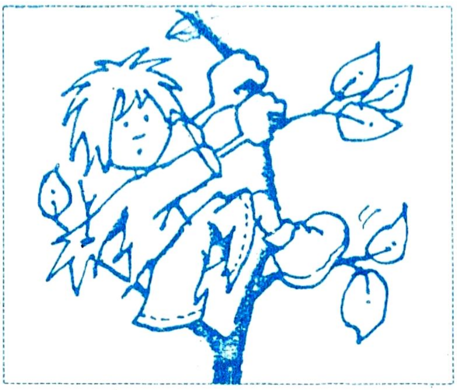
**Appendix 1b**



**(The Answer)**



**Appendix 2**: **Activity 2 - Say what might happen in each case expressing different degrees of certainty**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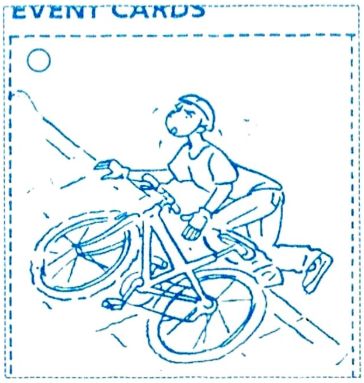
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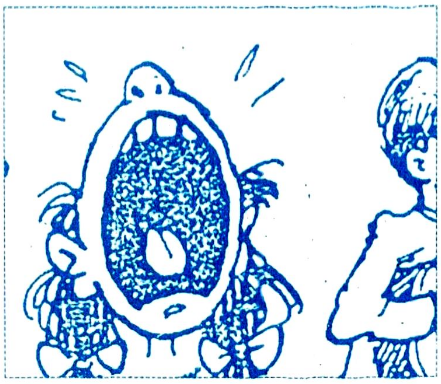
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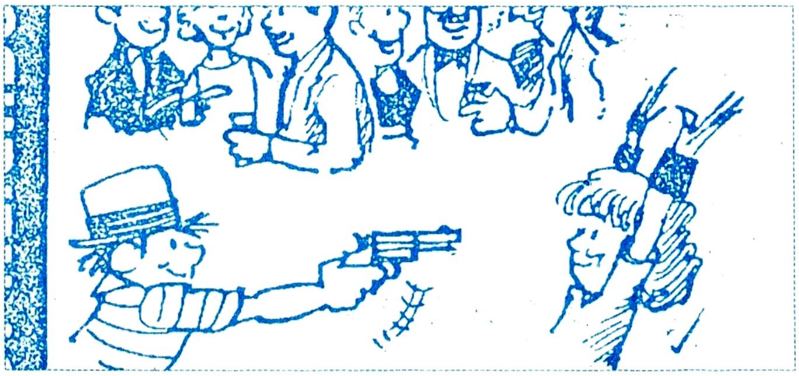
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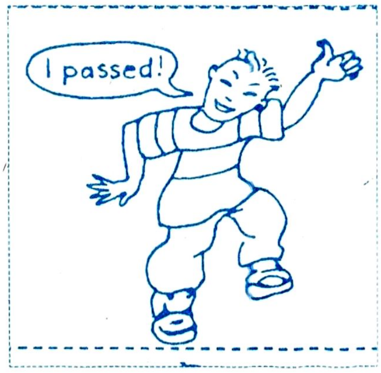

5

## LESSON PLAN

## Unit Fourteen Space Conquest

**Lessons N$_0$ 5** **Writing**

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|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to write a report on a trip or vacation.<br>- By the end of the lesson, the students are able to use different tenses in a report. |
| **Type of lesson** | - Skill-based (writing) |
| **Key Vocabulary** | - float<br>- temple |
| **Key structures** | - It was our first trip to Asia and we loved it very much. |
| **Anticipated problems** | - Some students seem not willing to express themselves even in writing. |
| **Materials** | - Textbook<br>- Chalk and board<br>- Handouts<br>- Pictures |

| **Stage / Timing** | **Procedure** | **Aims** | **Focus** | **Materials** |
|---|---|---|---|---|
| **1. Warm-up & lead-in**<br>(4 – 6') | **Game: Name the Place**<br>- Divide the class into two groups, A and B.<br>- Show SS two pictures of two famous places of a country. (**Appendix 1**)<br>- Ask SS what country it is.<br>- If SS cannot say what country it is, give them cues, one after another, to help them.<br>- The first group to name the country wins the game.<br>These are the cues:<br>1. It's a country in Southeast Asia.<br>2. It is known as a country of elephants.<br>3. Its national football team has won the Tiger Cup several times.<br>4. Its capital is Bangkok.<br>Expected answer: Thailand<br>- Ask SS if they have been to Thailand and where they have been to for a holiday.<br>Transition: - William and his friends have been to Thailand and he was telling us about their trip in his report. Today I'll help you write a report about your holiday.<br>- Write down on the board: **Unit 14 Writing A Report** | - To arouse interest and lead to the lesson | Groups<br>T-class | - Pictures<br>- Chalk & board |

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| **2. Pre-writing**<br>(4 – 5') | **Activity 1: Completing the report** (Task a, p.196)<br>- Tell SS to work in pairs.<br>- Ask them to read the report and complete it by filling in each space with the correct form of a suitable word in the box.<br>- Go over the answers with the class. | - To familiarize SS with such a report | Pairs | - Textbook |
| (3 – 4') | **Activity 2: Recognizing verb forms**<br>- Ask SS to underline all the verbs used to report about the trip.<br>- Ask SS what tenses are used in the report.<br>Expected: the past simple<br>- Elicit from SS other tenses that can be used in reports.<br>Expected: the past progressive and the past perfect | - To focus SS on the verb tenses used | Indivi-duals<br>T-class | - Textbook<br>- Chalk & board |
| (3 – 4') | **Activity 3: Guidelines**<br>- Elicit from SS what to include in a report on a trip and give them some guidelines on the content of the report.<br>**Guidelines**<br>A report should include the following things:<br>• where and when you took the trip<br>• details of the activities you did and the places you visited<br>• your impressions or feelings about what you saw<br>• your impressions or feelings about the trip in general | - To give SS some ideas of what to include in the report | T-class | - Chalk & board |

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| **3. While-writing**<br>(7 - 8') | **Activity 1: Stories from Pictures**<br>- Put SS into small groups of 4 or 5.<br>- Give each group a set of pictures (with cues if necessary). **(Appendix 2)**<br>- Ask SS to put the pictures in a logical order.<br>- Tell SS to write a report about their holiday as described in the pictures.<br>- Go around to monitor and give help if necessary.<br>- Call on SS from each group to show the order of their pictures and read their report to the class.<br>- Invite SS to give feedback and comments. | - To activate SS imagination and practise writing | Groups<br>SS-SS<br>T-class | - Pictures |
| (10 -14') | **Activity 2: Writing about Yourself** (Task b, p. 196)<br>- Ask SS to write a report on their holiday trip or vacation.<br>- Tell SS to refer to the guidelines and the previous tasks as samples.<br>- Go around to monitor and give help with vocabulary.<br>- When SS have finished, collect their writings for correction later. | - For SS to write about themselves | Indivi-duals<br>Pairs<br>T-class | - Textbook |
| **4. Post-writing**<br>(4 – 5') | **Peer correction**<br>- Arrange SS to work in small groups of 4.<br>- Deliver four pieces of writing to each group.<br>- Ask the groups to read the reports together, give correction or improvement if necessary. Then tell them to choose the best report.<br>- Go around to monitor and check. | - For SS to correct and learn from one | Groups<br>T-class | - Chalk & board |

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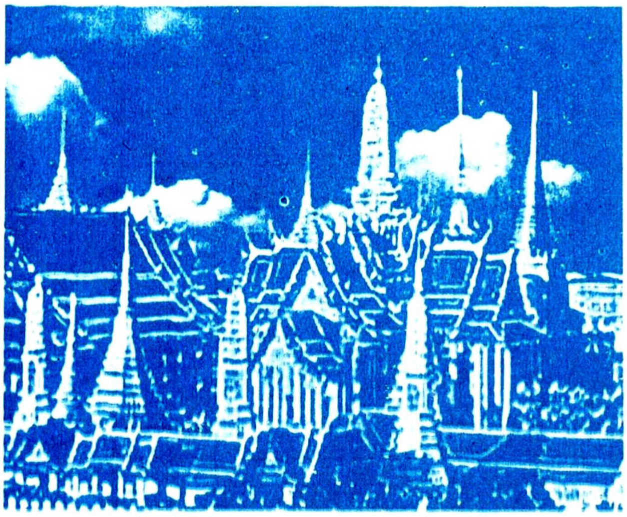
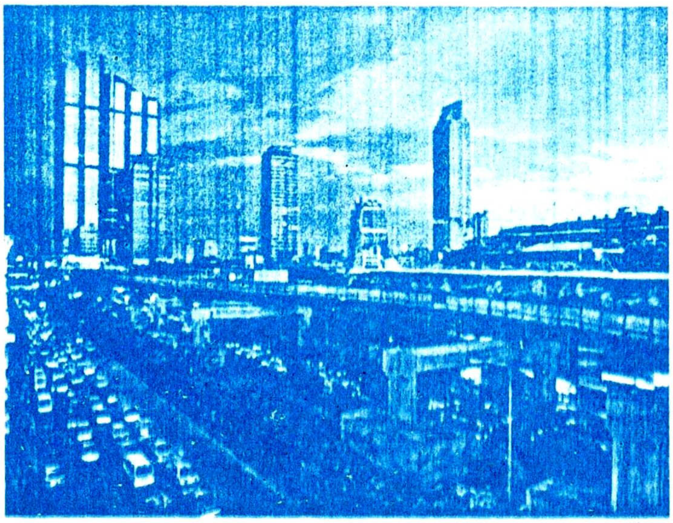
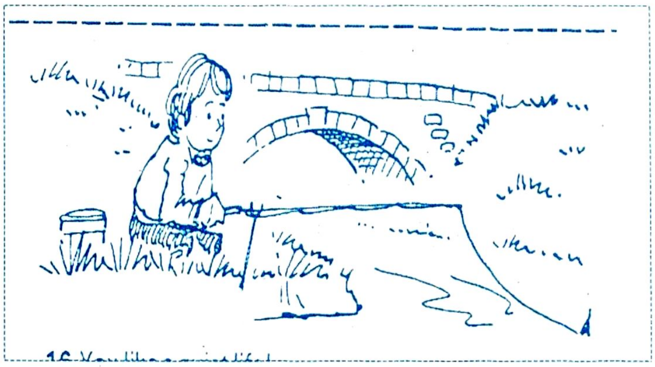
| **5. Home-work** | - Call on some SS to write their groups' best report on the board.<br>- Ask SS to read the reports together and give correction if necessary and then choose the best report.<br>- Give feedback and comments.<br>**Revising reports**<br>- Give SS their reports back and ask them to revise their writings. | another<br>- Sth to do at home | Indivi-duals | - Sheets of paper |

**Appendix: Activity 1 –**





## Appendix 2: Stories from Pictures



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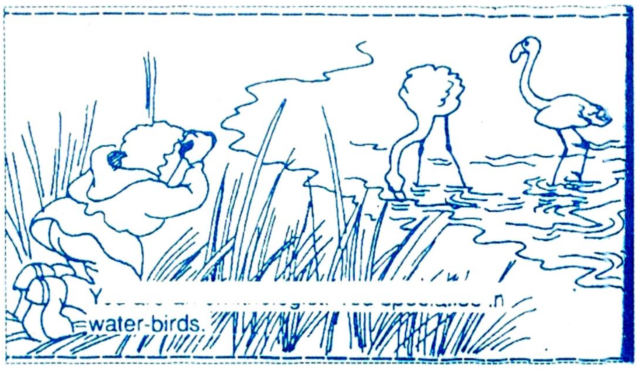
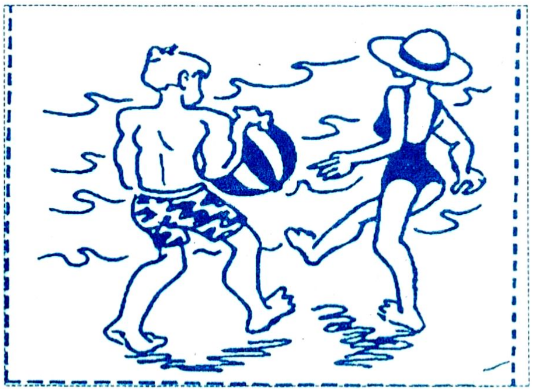

water-birds.

B



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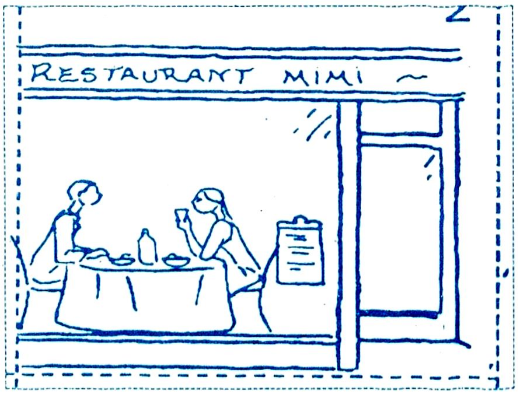
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# LESSON PLAN

## *Unit Fourteen* *Space Conquest*

**Lessons N$_o$ 6 - 7** **Language Focus**

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| **Outcomes** | - By the end of the lesson, the students are able to make compound nouns with the words *space* and *air*.<br>- By the end of the lesson, the students are able to distinguish and use *can*, *could* and *be able to*. | |
| **Type of lesson** | - Grammar-based (*Can*, *could*, and *be able to*) | |
| **Key Vocabulary** | - persuade<br>- disturb | - foggy<br>- stuck |
| **Key structures** | - Joe can speak four languages.<br>- We were able to persuade them at last. | |
| **Anticipated problems** | - Some students seem too shy to share ideas and learn from friends. | |
| **Materials** | - Textbook<br>- Chalk and board | - Handouts<br>- Paper strips |

| Stage / Timing | Procedure | Aims | Focus | Materials |
|---|---|---|---|---|
| **1. Warm-up**<br>(7 – 8') | **Game: Hot Seat**<br>- Divide SS into two groups, A and B.<br>- Choose one representative from each group to sit in the 'hot seat' in the front with their backs to the board.<br>- Write a word on the board and ask the groups to explain what the word is so that their team mate in the 'hot seat' can guess the word.<br>- Tell SS they must not say the word, translate the word or use gestures.<br>- Give one point to the first group to successfully guess the word. And continue with a new word.<br>- The group with more points wins the game.<br>- Keep a running total of points for each group on the board.<br>- Declare the winner.<br>These are the words used in the game:<br>Moon NASA Yuri Gagarin<br>plane airport spaceman<br>- Write the words *plane*, *airport*, and *spaceman* on the board. | - To create interest and to introduce the language point | Groups<br>T - SS | - Chalk & board<br>- Chalk & board<br>- Chalk & |

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| | - Ask SS to give other words for *plane*.<br>(Expected: airplane, aircraft, aeroplane, airliner.)<br>- Elicit from SS the word class or part of speech of these words.<br>Expected: They are nouns.<br>Transition: - Yes, and these nouns are formed by two words together, so they are called compound nouns. Part of the lesson today will focus on compound nouns with *space* and *air*. | - To challenge SS with the key vocab. | | board |
| | - Write down on the board: **Unit 14** **Language Focus**<br>**Compound Nouns** | | T-class | - Chalk & board |
| **2. Word study**<br>(5 – 7') | - Elicit from SS the formation, meaning and stress pattern of the words.<br>**Formation**: space<br>air } + noun<br>**Meaning**: The meanings of these compounds take the meanings of both elements of the expressions.<br>**Stress Pattern**: Like most compound nouns, these compounds have the main stress on the first part.<br>E.g.: spaceman, space walk, airsickness | - To focus SS on form and stress pattern | T-class | - Chalk & board |
| (5 – 7') | **Activity 1: Matching to make compound nouns** (Task a, p.197)<br>- Ask SS to combine a word in column A with a suitable word in column B to form a compound noun. | - To | Indivi-duals | - Textbook |

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|  | - Tell SS to compare answers in pairs.<br>- Call some students to read their compounds while some others write them down on the board.<br>- Check with the whole class.<br>- Have SS practise reading the words.<br>- Check to see if SS know the meanings of all the words. | introduce wrods that often combine with these two words | T-class |  |
| (7 – 9') | **Activity 2**: **Gap-filling** (Task b, p. 197)<br>- Ask SS to read the sentences and fill in each space with a suitable word from the list.<br>- Tell SS to compare answers in pairs and then go over the answers with the whole class. | - For SS to use the words in context | Individuals<br>Pairs | - Textbook |
| (8 -10') | **Activity 3**: **Completing the networks**<br>- Write a list of words and draw the following networks on the board.<br>- Ask SS in pairs to complete the networks with the suitable expressions formed by a combination of space or air with a word in the box.<br>- Tell SS to compare answers in small groups.<br>- Go over the answers with the class.<br>These are the words and the networks:<br>crew port craft ship bed<br>conditioning hostess station cushion walk | - To introduce more compounds in daily life | Individuals<br>Pairs | - Chak & board |

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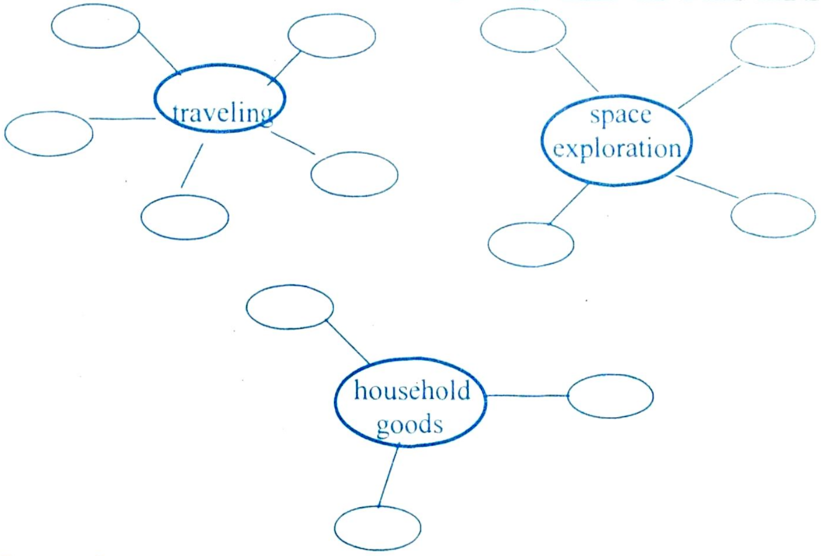
|---|---|---|---|---|
| |  traveling<br>space exploration<br>household goods<br>Expected answers:<br>*Traveling*: aircrew; airport; aircraft; airship; airhostess<br>*Space exploration*: spacecraft; spaceship; space station; space walk<br>*Household goods*: airbed; air-conditioning; air cushion | | Indivi-duals | - Chalk & board |
| **3. Grammar**<br>(15-17') | **Can, Could and Be able to**<br>- Elicit from SS sentences with *can*, *could* and *be able to* and then distinguish between these structures. | - To provide | T-class | - Chalk & board |

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| | ✶ Sentence structure with **can** and **be able to** + **infinitive**<br>In the present tense, **be able to** is more formal and less usual than **can**.<br>- *Ann* ***can*** */* ***is able to*** *write programs.*<br>We always use **be able to**, not **can** in these structures:<br>a. To-infinitive:<br>- *It's great to be able to relax.*<br>b. After a modal verb:<br>- *Your mother might be able to help you.*<br>c. Present perfect:<br>- *I've been able to write some letters today.*<br>✶ Sentence structure with **could(n't)** and **was/were able to** ...<br>We use **could** or **was / were able to** for general past ability or opportunity in the past.<br>- Tom **could** / **was able to** play the guitar when he was young.<br>To say that the ability or opportunity resulted in a particular action, something that really happened (a specific past action), we use **was / were able to** but not **could**.<br>- Joe ***was able to*** swim across the river. (a past action)<br>- Joe ***could*** swim when he was young. (a past ability)<br>We can use either form in negative sentences or questions: **couldn't** or **wasn't / weren't able to**. (In this case, *couldn't* is more common.) | SS with some knowledge of the key grammar point | T-class | - Chalk & board |

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| | - It was very cold, so we ***couldn't / weren't able to*** go out.<br>- ***Could*** you / ***Were*** you ***able to*** finish the work on time?<br>We normally use **could** (not **was / were able to**) with verbs of the senses (see, smell, taste, hear,...) and verbs of thinking (understand, ...).<br>- I ***could smell*** smoke as he opened the door.<br>- Helen ***couldn't understand*** what they were talking about. | | | |
| (8 – 9') | **Activity 1: Conversation Completion** (Task, p.198)<br>- Ask SS to read the exchanges, and complete each of them with a suitable phrase with *was/were able to* or *can / could / couldn't*.<br>- Tell SS to compare answers with a partner and then practise the exchanges.<br>- Call on pairs of students to act out the conversations and check the answers with the class. | - To provide some controlled practice | Indivi-duals<br>Pairs | - Textbook |
| (8 -10') | **Activity 2: Error Recognition**<br>- Give each student a handout.<br>- Tell SS that some of the sentences are correct and some are in correct.<br>- Ask SS to correct the incorrect sentences and check (√) the correct ones.<br>- Ask SS to compare answers in pairs and then go over the answers with the whole class.<br>- Ask SS to give explanations for their choice.<br>This is the handout: | - For SS to recognize how the modals are used | Indivi-duals<br>Pairs | - Handouts |

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| | *Read the following sentences. Some of them are correct and some are incorrect. Underline the mistakes, and give the correct form in the space provided. Check (√) those that are correct.*<br>0. Suddenly all the lights went out. We weren't able to see a thing. *…couldn't…*<br>1. The boat sank near the bank so the men could swim to safety. ………………<br>2. Joe was at home. We could see him through the window. ………………<br>3. Although his leg was badly hurt, the boy could walk home. ………………<br>4. Their baby will can walk in a few weeks. ………………<br>5. When he was young, he was able to swim across the river. ………………<br>6. When he was out of work, he was in difficulty. Luckily, his friends could help him out. ……………… | | T-class | |
| | Expected answers: 1. could → were able to 2. √<br>3. could → was able to 4. will can → will be able to<br>5. √ 6. could → were able to | | Groups | - Chalk & board |
| (7 – 10') | **Activity 3: Multiple choice** | | | |

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| | - Arrange SS to work in pairs.<br>- Give each pair a handout.<br>- Read the example sentence and show SS the meaning of the modal used.<br>- Ask SS to read the sentences and choose the option which is closer to the meaning of the sentence given.<br>- When SS have finished, tell them to compare answers in small groups.<br>- Go over the answers with the class.<br>This is the handout:<br>*Choose the best option for each question.*<br>0. Which is closer to the meaning of the following sentence?<br>*'I could swim across the river when I was young.'*<br>a. ☑ I was once fit enough to swim a very long way.<br>b. ☐ I swam across the river at a particular time in the past.<br>1. Which is closer to the meaning of the following sentence?<br>*'The strikers were able to get a compromise with the employer.'*<br>a. ☐ The strikers succeeded in getting a compromise with the employer.<br>b. ☐ The strikers had the opportunity to get a compromise with the employer, but we don't know if they did.<br>2. Which is closer to the meaning of the following sentence?<br>*'There was a party last night. You could hear the music a mile away.'*<br>a. ☐ You had the ability to hear the music from a long distance. | - To provide SS with practice in analyzing and understanding these structures | Pairs<br>SS-SS<br>T-class | - Handouts |

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| | b. ☐ You heard the music a long distance away because it was so loud.<br>3. Which of the sentences is correct?<br>*'Could Tom answer the last question and win the prize?'*<br>*'Were Tom able to answer the last question and win the prize?*<br>a. ☐ Only the first one.<br>b. ☐ Only the second one.<br>c. ☐ Both of them.<br>4. Which is closer to the meaning of the following sentence?<br>*'The plane was able to take off at noon, after the fog had lifted.'*<br>a. ☐ It was possible for the plane to take off at noon, but we don't know if it did.<br>b. ☐ The plane took off at noon.<br>5. Which of these sentences is correct?<br>*'Luckily they could get the work done in time for the ceremony.'*<br>*'Luckily they were able to get the work done in time for the ceremony.'*<br>a. ☐ Only the first one.<br>b. ☐ Only the second one.<br>c. ☐ Both of them.<br>Expected answers: 1. a  2. b  3. c  4. b  5. b | | Individuals | - Handouts |
| **4. Homework**<br>(1') | **Sentence Making**<br>- Ask SS to make a few sentences about themselves, about their ability or opportunity in the past, and about what they managed to do in certain situations. | - To give SS more practice at home | Individuals | - Chalk & board |

# LESSON PLAN

## *Unit Fifteen* *Wonders of the world*

**Lessons N₀ 1-2** **Reading**

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|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to read for specific information.<br>- By the end of the lesson, the students will know more about wonders of the world. |
| **Type of lesson** | - Skill-based (reading, speaking) |
| **Key Vocabulary** | - wonder - compile - sculpture<br>- elect - nominated - designer |
| **Key structures** | - The Eiffel Tower in Paris, France is said to be among the tallest man-made structures in the world.<br>- Seven of twenty five nominated sites will be elected the New Seven Wonders of the world |
| **Anticipated problems** | - Some students may not be very willing to share ideas. |
| **Materials** | - Textbook - Pictures<br>- Chalk and board - Handouts |

| Stage / Timing | Procedure | Aims | Focus | Materials |
|---|---|---|---|---|
| **1. Warm-up & lead-in**<br>(8-10') | **Game: Miming**<br>- Put SS into two groups, A and B.<br>- Each time call on two representatives from the two groups.<br>- Whisper one of the following sites to the group representatives.<br>Eiffel Tower, the Great Wall of China, Statue of Liberty, Empire State Building, Stonehenge, The Taj Mahal, The Colosseum, Pyramids of Giza, Sydney Opera House, Christ Redeemer and Angkor.<br>- Tell the representatives to mime the sites they have just heard.<br>- As soon as the miming has been done, the other group has to guess what it is by just calling out the answer. (Any member of the group can do this.)<br>- Give an example in front of the whole class.<br>- Allow a few seconds for each mime and each answer.<br>- To make the game more competitive, get the group to count quickly from 1-10 if the other group haven't found the answer within the allowed time limit.<br>- Award a point for each correct answer and keep a running total of points for each group on the board.<br>- Play continues until all the sports are passed on. | - To motivate SS & lead into the lesson<br>- For SS to compete and learn | Groups<br>T-class<br>T-class | - Chalk & board<br>- Chalk & board |

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| | - The group with more correct answers wins.<br>- Ask SS which of those sites they think are wonders of the world.<br>Transition: - In today's reading, we'll learn more about wonders of the world. | - To enable SS to anticipate the reading text | T-SS | - Chalk & board |
| **2. Pre-reading**<br>(8-10') | - Write down on the board: **Unit 15 Wonders of the world**<br>**Teaching Vocabulary**<br>- Teach the words below via elicitation and explanations.<br>. wonder (n.) /ˈwʌndə (r)/ = something or a quality in sth that fills you with surprise and admiration (kỳ quan)<br>. compile (v.) /kəmˈpaɪl/ = produce a book, list, report, etc. by bringing together different items (biên soạn, soạn thảo)<br>. sculpture (n.) /ˈskrʌlptʃə(r)/ = a work of art that is a solid figure or object made by carving or shaping wood, stone, clay, metal, etc. (bức tượng)<br>. elect (v.) /ɪˈlekt/ = choose sb/ sth to do a particular job by voting for them (bầu chọn)<br>. nominate (v.) /ˈnɒmɪneɪt/ = formally suggest that sb should be chosen for an important role, prize, position, etc. (cử, đề cử)<br>*He was nominated as best actor.*<br>(Anh ta được đề cử là diễn viên xuất sắc nhất)<br>. designer (n.) /dɪˈzaɪnə(r)/ = a person whose job is to decide how | - To facilitate SS' understanding of the reading text | T-SS | - Chalk & board |

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| | things such as clothes, furniture, tools, etc. will look or work by making drawings, plans, or patterns (nhà thiết kế)<br>- Give some practice on pronunciation. (Read – SS repeat) | -To enable SS to pronounce the words correctly | T- SS<br>Individuals | - Chalk & board |
| (4-5') | **Checking Vocabulary: 'Rub out and remember'**<br>- Rub out the words and leave the explanations on the board.<br>- Point at each explanation and have SS speak out the word.<br>- Again, point at any explanation (not in the order written on the board.) and have SS to call out the word. | -To reinforce the newly presented words | | |
| **3. While-reading**<br>(10-15') | **Activity 1: Multiple-choice questions** (Task a, textbook, p. 201)<br>- Arrange SS into pairs.<br>- Get SS to read through the questions to know what is being asked.<br>- Ask SS to read the text and answer the questions<br>- Call on SS to speak out the answers.<br>- Invite class opinions and give feedback. | - To develop SS' scanning skill | Pairs | - Textbook |
| (10-15') | **Activity 2: Sentence completion** (Task b, textbook, p. 202)<br>- Have SS read the text again and complete the sentences.<br>- Swap partners and have SS to compare their answers.<br>- Call on SS to write the answers up on the board.<br>- Go over the answers with the class. | - To check SS' understanding of specific information | Individuals | - Textbook<br>- Chalk & board |
| (10-12') | **Activity 3: Gap fill** (Handouts) | - To hone | Groups | |

| | | | | |
|---|---|---|---|---|
| | - Arrange SS into groups of three.<br>- Give each student a copy of the texts below. (Appendix)<br>- Tell SS to close their books before doing the exercise.<br>- Ask SS to insert these phrases or sentences into the texts as appropriate.<br>**A**. Some other tallest buildings are<br>**B**. the official declaration ceremony of the New Seven Wonders of the World in Lisbon, Portugal, on Saturday, July 7, 2007, will be broadcast around the world.<br>**C**. in the first global Internet vote to elect the New Seven Wonders of World of the past 2,200 years<br>**D**. is supposed to be the tallest building in the world<br>**E**. will be the exact number of things<br>**F**. The Eiffel Tower in Paris, France, is said to be among the tallest man- made structures in the world.<br>- Call on SS to give the answers.<br>- Invite class opinions and give feedback.<br>Expected answers:<br>1. C 2. E 3. B 4. F 5. A 6. D | SS's skills in looking for cohesive devices<br>- To check SS' understanding of how information related to the same topic is put together | Groups | - Handouts |
| **4. Post-reading**<br>(15-17') | **Discussion**<br>- Arrange SS into groups of four. | - For SS to share and learn | Groups | - Handouts |

|  |  |  |  |  |
|---|---|---|---|---|
| **5. Home-work**<br>(1') | - Give each group a copy of the new seven wonders announced on Saturday, July 7, 2007. (Appendix 2)<br>- Within groups, SS express their opinions on the new seven wonders, e.g. whether they are happy with the result or not, or what other sites they think should be included, …<br>- Go round giving help if necessary.<br>- Elicit opinions on the new seven wonders from SS and encourage class comments.<br>**Writing: Locating landmarks**<br>- Have SS do Task c, textbook, p. 202. | -To integrate speaking skill<br>-To enhance SS' geographical knowledge as well | Groups | - Handouts<br>- Textbook |

**Appendix 1**

## The New Seven Wonders of the World

*"Our heritage is our future"*

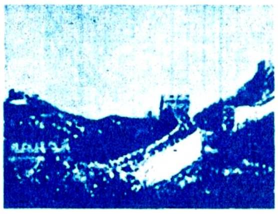
In September 1999, Bernard Weber, a Swiss, launched his Web site to offer people the opportunity to participate **1**..................... . There are 25 candidate sites, 17 from UNESCO's world heritage list and 8 sites suggested by the public. Seven of twenty-five nominated sites will be elected the New Seven Wonders of the World. Bernard Weber said, "Seven **2**..................... that an average person can remember with a little challenge and you need that little chalenge not to forget!" It is expected that **3**..................... .

## World's Tallest Buildings

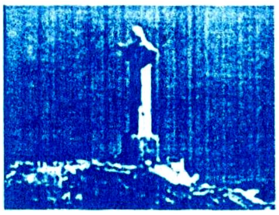
What are the tallest buildings in the world? Statistics may vary according to many kinds of structures and buildings. **4**..................... . A French engineer, Alexander Gustave Eiffel, who is the designer of iron frame for the Statue of Liberty, designed this tower. **5** ..................... the Empire State Building in New York, USA; the Lin Mao building in Shanghai, China; the Sears Tower in Chicago, USA; and Petronas Towers in Kuala Lumpur, Malaysia. At present, Taipei 101 in Taipei, Taiwan,[106 stories, 508 meters (1,670 ft)] tall **6**..................... . Still taller buildings are under construction in many countries. For example, it is said that the Burj Dubai Tower in Dubai will stand 800 meters (2,630 ft) tall once completed in 2008.

**Appendix 2**

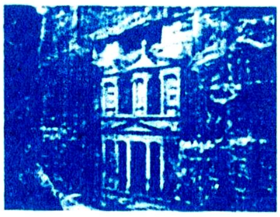
## The new seven wonders announced on July 7, 2007.



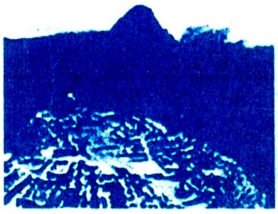
The Great Wall, China



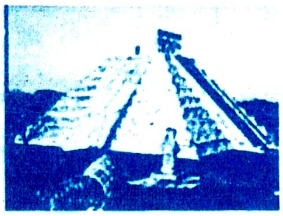
Christ the Redeemer, Brazil



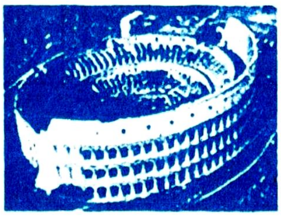
Petra, Jordan



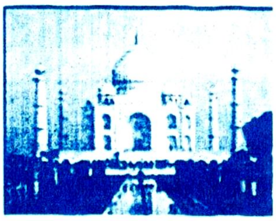
Machu Picchu,
Peru



Chichén Itzá,
Mexico



The Roman Colosseum,
Italy



The Taj Mahal,
India

# LESSON PLAN

## Unit Fifteen Wonders of the world

### Lesson $N_0$ 3 Listening

| | |
|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to listen for specific information.<br>- By the end of the lesson, the students will know more about the Taj Mahal. |
| **Type of lesson** | - Skill-based (listening, speaking) |
| **Key Vocabulary** | - love at first sight - battle - emperor<br>- mourn - beyond description - palace |
| **Key structures** | - When he became the fifth Mughal Emperor of India in 1628, he called her Mumtaz Mahal.<br>- Built of white marble, its beauty is beyond description, particularly at dawn and sunset. |
| **Anticipated problems** | - Some students at the back may have difficulty listening to the recordings. |
| **Materials** | - Textbook - CD player - Handouts<br>- Chalk and board - Cards |

| Stage / Timing | Procedure | Aims | Focus | Materials |
|---|---|---|---|---|
| **1. Warm-up & lead-in**<br>(5-6') | **Game: Question chain**<br>- Put SS into two groups, Red and White.<br>- Each member of the groups has to come to the teacher and answer a question. If the correct answer is given, the student receives a phrase or a word (card) (Appendix) from the teacher. In case of failure, another member from the same group has to come to the teacher and answer that question again.<br>- Play continues until all the questions are answered.<br>- When all the members have got their cards, they have to unscramble these cards to make a meaningful sentences. (Appendix)<br>- Ask the groups to stick their sentences up on the board<br>- Go over the answers with the whole class.<br>- The first group to work out the correct sentence is the winner.<br>*. It was built by an Indian emperor as a memorial to his beloved wife.*<br>- Get the class to read the sentences on the board and name the place these sentences refer to.<br>. The Taj Mahal<br>- Elicit what SS know about the Taj Mahal. | - To motivate SS & make it fun to learn<br>- For SS to compete in an exciting way<br>-To lead into the topic | T-SS<br>Groups<br>T-SS | - Cards, glue<br>- Chalk & board<br>- Chalk & board |

|  |  |  |  |  |
|---|---|---|---|---|
| **2. Pre-listening**<br>(5-6') | Transition: - In today's listening section, we're going to learn more about the Taj Mahal.<br>- Write down on the board: **Unit 15 Listening**<br>**Teaching Vocabulary**<br>- Teach the words below through explanations in English and Vietnamese.<br>. love at first sight (idm.) = a strong feeling of affection for sb/sth when you see him or her/ it for the first time (yêu từ cái nhìn đầu tiên)<br>. battle /ˈbætl/ (n.) = fight between armies, ships, or planes, especially during the war (trận đánh, cuộc chiến đấu)<br>. emperor /ˈempərə(r)/ (n.) = the ruler of an empire (hoàng đế) | -To help facilitate SS' under-standing of the recording | T-SS | - Chalk & board |
|  | . mourn (v.) /mɔ:n/ (for sb/sth) = feel and show sadness because sb has died (than khóc, thương xót, để tang)<br>. beyond description (idm.) = (so good/ beautiful ...) that cannot be described (quá tốt/ đẹp) không tả xiết<br>. palace (n.) /ˈpælɪs/ = the official home of a king, queen, president, etc. (cung điện) | - For SS to internalize the words just presented | T-class | - Chalk & board |
| (2-3')<br>**3. While-** | - Read the words one by one and ask SS to repeat.<br>**Checking Vocabulary**<br>- Read out the explanations of meaning of the words or phrases above, one by one, and in any order and get SS to call out the equivalent words. | -To check SS' under-standing | T-SS | - A copy of word meanings |

| | | | | |
|---|---|---|---|---|
| listening<br>(6-8') | - Call on SS to give the answers.<br>- Give comments and make corrections if needed. | of the words | | |
| | **Activity 1: True- False** (Task a, part I, textbook, p. 203)<br>- Tell SS they are going to listen to part of a talk on the Taj Mahal.<br>- Ask SS to read through the statements to get an idea of the information they need to focus on..<br>- Get SS to listen to the recording and do the task.<br>- Put SS into pairs and have them compare the answers.<br>- Call on SS to give the answers.<br>- Invite class opinions. | - To check SS' listening for details | Individuals<br>Pairs | -Textbook<br>- CD, CD player |
| (4-5') | - Have SS listen again and check the answers with the class.<br>**Activity 2: Wh-questions** (Task a, part II, p. 204)<br>- Tell SS that they are going to listen to the second part of the talk and answer the questions.<br>- Ask SS to read through the questions to know what kind of information they need to look for. (Numbers, time, ...)<br>- Elicit what 'she' in the questions refer to.<br>. Mumtaz Mahal<br>- Assign SS to give the answers.<br>- Elicit class opinions and give feedback. | - For SS to hone scanning skill | Individuals | -Textbook<br>- CD, CD player |

| | | | | |
|---|---|---|---|---|
| (8-10') | - Have SS listen again and check the answers with the class if necessary.<br>**Activity 3**: **Sequencing** (Handouts)<br>- Have SS listen to the whole talk again and number the following sentences or phrases in the order they hear.<br>☐ The Taj Mahal meaning 'Crown of the Palace'<br>**1** It was love at first sight.<br>☐ The Taj was completed 22 years later at the cost of 32 million rupees.<br>☐ And he died with the mirror in his hand .<br>☐ Mumtaz Mahal died when she was giving birth to their 14th child.<br>☐ He called her Mumtaz Mahal, which meant 'Chosen One of the Palace.'<br>☐ and fourth, that he visit the tomb on their death anniversary.<br>- Call on SS to give the answers.<br>- Invite class opinions and give feedback.<br>Expected answers: | - To raise SS' awareness of information sequencing in the recording<br>-To check SS' understanding of the talk | Individuals<br>T-class<br>T-SS | -Textbook<br>-CD, CD player<br>-Textbook<br>-CD, CD player |

|  |  |  |  |  |
|---|---|---|---|---|
|  | 1. It was love at first sight.<br>2. He called her Mumtaz Mahal, which meant 'Chosen One of the Palace.'<br>3. Mumtaz Mahal died when she was giving birth to their 14th child.<br>4. and fourth, that he visit the tomb on their death anniversary.<br>5. The Taj was completed 22 years later at the cost of 32 million rupees.<br>6. The Taj Mahal meaning 'Crown of the Palace,'<br>7. and he died with the mirror in his hand . |  | T-class |  |
| **4. Post-listening**<br>(4-6') | **Speaking: Retelling the story**<br>- Ask SS to note down what they can remember about the Taj Mahal from the recording.<br>- Get SS to rearrange the information they have noted down to make a story about the Taj Mahal.<br>- Call on SS to retell the story in front of the whole class.<br>- Elicit any other details to be included.<br>- Give feedback. | -To help SS transform their understanding of the story in speech | Individuals | - Textbook, & notebook |
| **5. Homework**<br>(1') | **Writing**<br>- Tell SS to use the information they have learnt about the Taj Mahal to write story about it. | - To give SS a chance to practice writing in English | Individuals | - Textbook, & notebook |

## Appendix

1. What is NASA short for?

. theNational Aeronautics and Space Administration (of the United States

**WIFE**

2. The simple past tense of 'fly' is ……………. .

. flew

**AS**

3. She was photographed. She was sometimes criticized. She was killed in a car crash. She was called the people's Princess. Who was she?

. Princess Dianna.

**BY AN**

4. Complete this sentence.

Could you ……………. me a favor? Please drive me to town.

. do

**HIS BELOVED**

5. Which word has a silent t?

little take wrestling starting

. wrestling

**BUILT**

6. It's picked. It's drunk. It's sometimes sweetened but it's never roasted.

. tea

**IT WAS**

7. What is the verb which means formally suggest that sb should be chosen for an important role, prize, position, etc ?

. nominate

**INDIAN EMPEROR**

8. Which city is famous for a pop band and is also the name of a football team?

. Liverpool

**A**

9. It means the same as last.

. final

**TO**

10. Which word does not rhyme with the others

alone phone shown thrown town

. town

**MEMORIAL**

# LESSON PLAN

## *Unit Fifteen* *Wonders of the world*

**Lesson $N_o$ 4** **Speaking**

| | |
|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to ask for and give information about tourist destinations. |
| **Type of lesson** | - Skill-based (speaking, listening) |
| **Key Vocabulary** | - specialties<br>- tourist attractions<br>- sightseeing spots |
| **Key structures** | - What's the weather like in Hanoi in May?<br>- How about transportation? |
| **Anticipated problems** | - Some students may not be confident enough to speak English. |
| **Materials** | - Textbook<br>- Pictures<br>- Posters<br>- Chalk and board<br>- Handouts<br>- Cards |

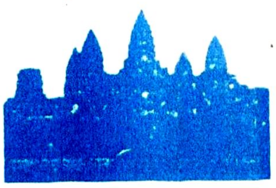
| **Stage / Timing** | **Procedure** | **Aims** | **Focus** | **Materials** |
|---|---|---|---|---|
| **1. Warm-up & lead- in**<br>(6-8') | **Game: Kim's game**<br>- Divide the class into two groups, Sun and Moon.<br>- Hang a poster containing these pictures (Appendix 1) up on the board.<br>- Get SS to look at the pictures for a few seconds and try to remember as many of them as possible.<br>- Remove the poster and ask SS to name the places corresponding to the pictures that they can remember.<br>- Within groups, SS write down the places on a given poster.<br>- The first group to finish with more correct places is the winner.<br>- Ask SS if they have been to any of these places. | - To challenge SS in a motivating way and introduce the topic | Groups | - Poster, pictures |
| | - Elicit kinds of information a tourist needs to know before he visits a certain place.<br>. The weather . Clothes to bring along<br>. Transportation . Sightseeing spots/ tourist attractions<br>. Specialties . Hotels | - To lead into the lesson | T-SS | - Chalk & board |
| | - Teach these words through explanations and translations.<br>. specialty (n.) /ˈspeʃəti/ = speciality /speʃiˈæləti/ = type of food or product that a restaurant or place is famous for because it is so good (đặc sản) | - To help SS understand the | T-SS | - Chalk & board |

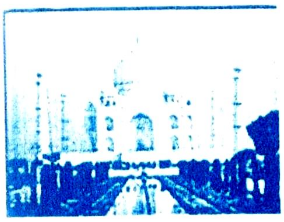
| | | | | |
|---|---|---|---|---|
| | . attraction (n.) /ə'trækʃn/ = an interesting or enjoyable place to go or thing to do<br>*tourist attraction: điểm thu hút, hấp dẫn du khách* | meaning of the words that they later use | T-class | - Chalk & board |
| **2. Pre-speaking**<br>(6-8') | Transition: - Now we're going to learn how to ask for and give information of these kinds in our speaking lesson today.<br>- Write down on the board: **Unit 15 Speaking** | -To make a transition into the lesson | T-class | - Chalk & board |
| | **Eliciting and Introducing Useful Language**<br>**Asking for and giving information**<br>1. Could you tell me what's the weather like in Hue in May?<br>. Oh/ Well, it's hot and sunny<br>2. Do you know the best time of year to visit Hanoi?<br>. Yes, you should visit Hanoi between November and March.<br>3. How about/ What about transportation?<br>. You can travel in the city by bus/ bicycle/ motorbike… .<br>4. What kind of clothes should I bring along?<br>. Summer clothes should be best.<br>5. Could you recommend any specialties/ places to visit?<br>. You must see …. | - For SS to think of structures they may already know and try forming new ones | T-SS | - Chalk & board |
| | . You should definitely try/ visit …<br>. I'd recommend … | - To facilitate | T-SS | - Chalk & board |

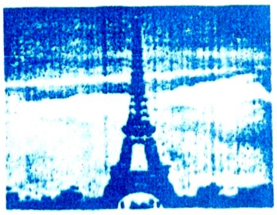
| | | | | |
|---|---|---|---|---|
| **3. While-speaking**<br>(8-10') | . Personally, I'd …<br>. … is worth seeing/ trying.<br>**Activity 1: Asking for and giving information**<br>(Task b, textbook, pp. 205-206) | subsequent speaking activities | | |
| | - Put SS into pairs.<br>- Ask SS take turns, asking and giving information based on the prompts given in the textbook.<br>- Give some sample exchanges in front of the whole class<br>T: I'd like to visit Hanoi next year. What do you think is the best time to visit?<br>$S_1$: Oh, as far as I know, you should visit Hanoi between November and March. | - To familiarize SS with a sample conversation | T-SS | - Chalk & board |
| | T: How about clothes? What kind of clothes should I bring along?<br>$S_2$: ….<br>- Move around the class giving help where needed.<br>- Call on pairs to act out their conversations.<br>- Invite class opinions and give feedback. | - For SS to practice using the structures in situations | Pairs | - Textbook |
| (8-10') | **Activity 2: Telling your last visit to a sightseeing spot**<br>(task c, textbook, p. 206)<br>- Put SS into groups of four. | - So that SS can use the | Groups | - Textbook |

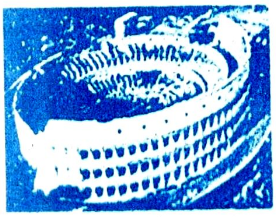
| | | | | |
|---|---|---|---|---|
| **4. Post-speaking**<br>(6-8') | - Ask SS to take turns telling their last visit to a sightseeing spot.<br>- Give each student a copy of the table below. (Appendix2)<br>- Get SS to complete the table about their group members' visits.<br>- Monitor the class unobtrusively and give help if necessary.<br>- Call on some group representatives to report what they have noted down about one of their friends' visits. | language to talk about their own experiences | T-class<br>SS-SS | - Textbook |
| | **Jigsaw Reading** (Handouts)<br>- Put SS into groups of three.<br>- Give each student different parts of three different texts.<br>- Ask SS to match these parts up to make three complete texts on three cities namely Budapest, Los Angeles, and Taipei, and answer the questions given. (Appendix 3)<br>- Call on SS to give the answers.<br>- Elicit class opinions and give feedback. | - To integrate reading and trigger cooperation and discussion | Groups | Handouts |
| **5. Home-work**<br>(1') | Expected answers:<br>1. Taipei 2. Los Angeles 3. Budapest 4. Los Angeles and Taipei<br>**Writing about a city**<br>- Ask SS to write a short essay about a city of their own choice following the sample writings in the jigsaw reading above. | - For SS to produce a piece of writing | Individuals | -Any relevant materials |

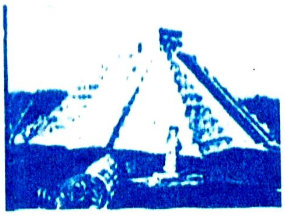
# Appendix 1

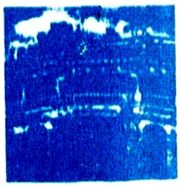


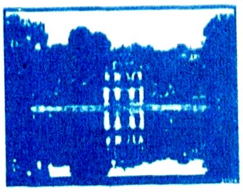












Linh Mu Pagoda, Hue – Angkor, Laos- Halong Bay – The Taj Mahal, India - Stonehenge, England- Eiffel Tower, Paris Statue of Liberty, New York- The Colosseum, Italy- Chichen Itza, Mexico- Hoi An Bridge- Sword Lake- Ben Thanh Market, HCM City

**Appendix 2**

| NAMES | PLACE VISITED | TIME VISITED | MEANS OF TRANSPORT | WHERE STAYED | SPECIALTIES TRIED | TOURIST ATTRACTIONS SEEN |
|---|---|---|---|---|---|---|
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |

**Appendix 3**

**Read the texts and complete the sentences.**

0. …………………… is cheaper than cities nearby.
1. …………………… has good beaches nearby.
2. …………………… was once two cities.
3. …………………… were both founded in the eighteenth century

**A.** Since the founding of Taipei in the eighteenth century, the city has grown to a population of 2.3 million and has become the cultural, industrial, and administrative center of the island of Taiwan. Taipei is an exciting city, but the weather is humid and not always pleasant.

**B**. There are some good beaches near the city, and Los Angeles is also close to Disneyland.

## **Appendix 3** (continued)

**C.** Los Angeles was founded in 1781. With 3.5 million people, it is now the biggest city in California and the second largest city in the United States. It is famous for its modern freeways, its movie stars, and its smog. When the city is really smoggy, you can't see the nearby mountains.

**D.** The population of Budapest is about three million, and the city is a very popular place for tourists. Visitors like to take boat rides along the Danube. Budapest is also known for its exciting nightlife. The best time to visit is the summer since Budapest is very cold in the winter.

**E.** Budapest became one city in 1872, and it has been the capital city of Hungary for about eighty years.

**F.** It's also a very busy city, and the streets are always full of people. There is an excellent museum that many tourists visit. Taipei is a fairly expensive city,

**G.** The weather is usually dry and warm. Visitors like to go to the film studios and to drive along Hollywood Boulevard.

**H.** For many centuries, Budapest was two cities, with Buda on the west side of the river Danube and Pest on the east side.

**I.** , but not more expensive than some neighboring cities such as Hong Kong and Tokyo. So more and more tourists go to Taipei to shop.

Expected answers:
**Budapest:** H, E, D
**Los Angeles:** C, B, G
**Taipei:** A, F, I

# LESSON PLAN

## Unit Fifteen Wonders of the world

**Lessons N$_0$ 5** **Writing**

| | |
|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to organize accounts in chronological order.<br>- By the end of the lesson, the students are able to write a biography. |
| **Type of lesson** | - Skill-based (writing) |
| **Key Vocabulary** | - biography<br>- chronological order |
| **Key structures** | - He was born in Dijon, France, in 1832, to a family known for fine craftwork of wood.<br>- He graduated from L'Ecole Centrale des Arts et Manufactures, Paris, in 1855. |
| **Anticipated problems** | - Some students may not be confident enough to express themselves in English. |
| **Materials** | - Textbook<br>- Handouts<br>- Chalk & board<br>- Posters & board markers |

| Stage / Timing | Procedure | Aims | Focus | Materials |
|---|---|---|---|---|
| **1. Warm-up & lead-in**<br>(5-6') | **Game****: Famous people**<br>- Arrange the class into two groups, A and B.<br>- Get the group representatives to draw straws for who goes first.<br>- Show SS pictures of or related to famous people (Appendix 1), one by one and let the groups decide whom the picture refers to.<br>- Award one point for each correct answer, and stick that picture up on the board. If the group in question fails to give the answer, the turn then passes to the other group. Play continues until all the pictures are shown.<br>- Keep a total running of points for each group.<br>- The group with more points wins. | - To involve SS in a competitive and challenging game | Groups | - Pictures |
| | - Refer back to the pictures just stuck on the board and ask SS whose life they know much about.<br>- Elicit the word which means the story of a person's life written by someone else<br>. biography (n.) /baɪˈɒgrəfi/ = the story of a person's life written by someone else (tiểu sử) | - To prompt SS to talk | T-SS | - Pictures |
| | Transition: Dou you know how to write a biography? That's the focus of our lesson today. | - To draw SS' attention to the focus of the lesson | T-class | - Chalk & board |
| **2. Pre-writing** | - Write down on the board: **Unit 15 Writing a biography** | | | |

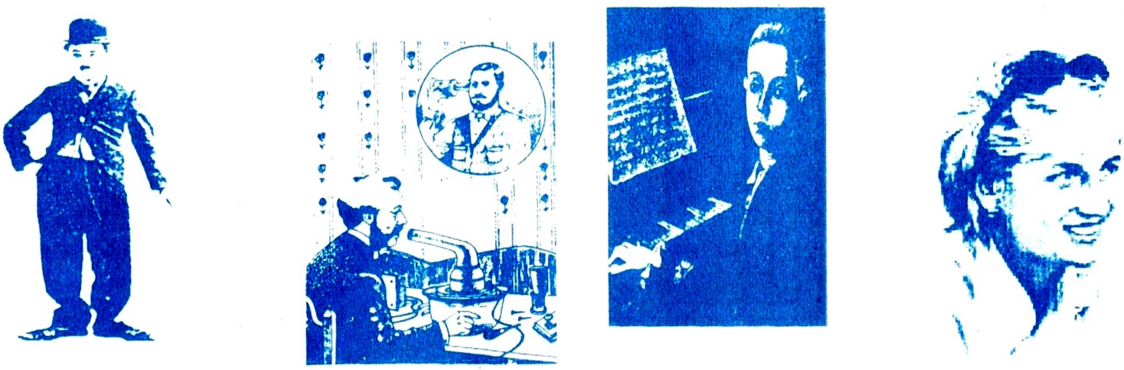
| | | | | |
|---|---|---|---|---|
| (4-5') | **Presenting an outline**<br>- Elicit what to be included in a biography from SS.<br>. Name, date, and place of birth; his or her family/ social/ cultural/ educational background …. (textbook, p.206)<br>- Tell SS that a biography is normally organized in chronological order (thứ tự thời gian), i.e. in the order of time that the events take place. | -To provide SS with ideas to start | T-SS | - Textbook<br>- Chalk & board |
| (4-5') | **Introducing useful language**<br>**- Expressions of time**<br>**Prepositions of time**<br>. He was born **in** 1899, in Los Angeles.<br>. **In** his later years, …<br>. **At** the age of 20, …<br>. **On** March 1st, 1980, he received an award…..<br>. **From** 1960 **to** 1965, he …<br>. **During** the winter, he …<br>. He had a part time job **after** class. …<br>**Clauses of time:** *when, as soon as, before, after*<br>. She moved to China **when** she was nine.<br>. **As soon as** she finished her degree, she worked as a nurse.<br>. **After** his father died, his mother went to work. | - To provide SS with some useful language and to facilitate SS' writing | T-SS | - Chalk & board |

| | | | | |
|---|---|---|---|---|
| | . He had graduated from high school **before** he was sixteen.<br>**Other transition signals**<br>- Remind SS of connectors used to link ideas within paragraphs and between paragraphs.<br>. In addition, Also, Besides, Furthermore, Moreover, Another…<br>. However, On the other hand, In contrast, But, Although… | - So that SS are aware of using transition signals to connect ideas | T-class | - Chalk & board |
| (5-6') | **Activity 1: Re-arranging** (Task b, textbook, p. 206-207)<br>- Put SS into pairs.<br>- Ask SS to rearrange the sentences to make a short story about Alexander Gustave Eiffel.<br>- Call on SS to give the answers.<br>- Elicit class opinions and give feedback. | - To help SS further under-stand chronolo-gical order | Pairs | -Textbook |
| (7-8') | **Activity 2: Identifying main ideas**<br>- Give each student a copy of the text below (Appendix 2)<br>- Put SS into groups of four.<br>- Ask SS to divide the text into five paragraphs according to these headings:<br>. Introduction . Early career . Private life<br>. Later career . Life now<br>- Call on group representatives to give the answers. | - For SS to work out the organiza-tion of the biography | Groups | -Handouts |

| | | | | |
|---|---|---|---|---|
| **3. While-writing**<br>(12-15') | - Check the answers with the whole class.<br>Expected answers<br>. Introduction: ends .... French<br>. Early career: ends .... Chastity<br>. Private life: ends .... problems<br>. Later career: ends .... 1987<br>. Life now: ends .... achievements | - To enable SS to practice reading for main ideas as well | T-SS | - Chalk & board |
| | **Prompt-based writing**<br>- Arrange SS into groups of four.<br>- Give each group some prompts (Appendix 3).<br>- Ask SS to use the prompts given to write complete sentences, then add suitable connectors to link those sentences into a paragraph.<br>- Go around to monitor the class and give help where needed.<br>- Ask group representatives to read out their paragraphs.<br>- Call on SS to write the sentences up on the board.<br>- Tell SS that the completed paragraphs will make up a biography about A. Graham Bell. | -To enable SS to practice writing sentences and linking paragraphs | Groups | - Handouts |
| **4. Post-writing**<br>(4-5') | - Elicit the order of the paragraphs.<br>- Invite class opinions and make corrections in front of the whole class. | | | |
| | **Speaking** | - To integrate speaking | Pairs | - Textbook |

| | | | | |
|---|---|---|---|---|
| **5. Home-work**<br>(1') | - Put SS into pairs.<br>- Ask SS to talk about the life of someone famous.<br>- Go round giving help where needed.<br>- If time allows, call on some SS to present a short biography of the famous person that they have talked about.<br>**Writing**<br>- Have SS write a biography of famous person of their own choice. | skill<br>- For SS to express them-selves freely in writing | Indivi-duals | - Any relevant materials |

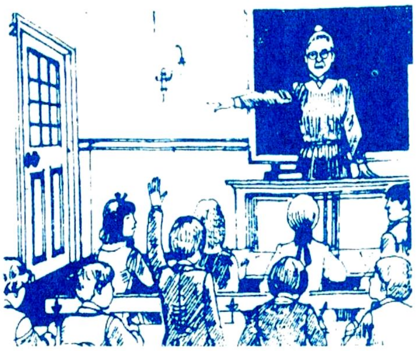
**Appendix 1**



Charlie Chaplin – Alexander Graham Bell – Mozart – Princess Dianna

**Appendix 1** (continued)

OLIVER TWIST



Nắng thủy tinh

Charles Dickens – Thomas Edison – Bill Clinton – A. Gustave Eiffel – Ronaldo
– Leonardo Dicaprio/ Kate Winslet - Trinh Cong Son - J. K. Rowling/ Ly Lan-translator

**Appendix 2**

# Cher

Cher was born in the US on 20 May 1946 in El Centro, which is on the California/ Mexico border. Her full name is Cherilyn Sarkisian and she is part-Cherokee and part-American, Turkish, and French. She left high school when she was 16 and went to Los Angeles, where she planned to take acting lessons. There she met Salvatore Bono, who was working at the Gold Star Studio where Phil Spector was recording many famous singers. He discovered that Cher could sing, and they became the singing duo Sonny and Cher. Their first hit song was "I got you Babe, " which topped the charts in 1965. Cher was still only 19. They got married and had a daughter, whom they called Chastity. In 1975 Sonny and Cher were divorced and later that year Cher married Gred Allmann, who was another famous rock star. They had a son called Elijah Blue. But two years later Cher was divorced for the second time because of Allmann's drink and drugs problems. She decided to turn to acting again. In 1982 she appeared in her first major film, "Come back to the Five and Dime, Jimmy Dean, Jimmy Dean", which was well received by the critics and public. She went on to win Best Actress at the Cannes Film Festival in 1985 for her role in "Mask", and finally she won an Oscar for "Moonstuck" in 1987. However, in 1990s she returned to pop music in the big way. She has had three number one hits from her chart-topping album "Believe," which had reached a whole new audience. In her long career, Cher has been extremely successful both as a serious actress and as a pop star, which is an extraordinary achievement.

## Appendix 3

1. Alexander Graham Bell/ inventor /telephone/born /Edinburgh/1847

   ……………………………………………………………………………

2. when Bell young man/ very ill.

   ……………………………………………………………………………

3. long illness/ one of chief reasons for parents/ emigrate/ Canada.

   ……………………………………………………………………………

4. Canada/ Bell/ eventually cover/ illness/ begin/ teach/ deaf children.

   ……………………………………………………………………………

5. He/ so successful/ obtain a post/ University of Boston/ he / become a professor/ result/ his work in speech and hearing

   ……………………………………………………………………………………………………

Expected answers:

Alexander Graham Bell, the inventor of the telephone, was born in Edinburgh in 1847. When Bell was a young man, he was very ill. Indeed, his long illness was one of chief reasons for his parents emigrating to Canada. In Canada, Bell eventually covered from his illness and began teaching deaf children. He was so successful that he obtained a post at the University of Boston where he became a professor as a result of his work in speech and hearing.

## **Appendix 3** (continued)

5. Bell/ begin/experiment /ways/ people communicate/ over long distances.

……………………………………………………………………………………

6. 1874/ he succeed/ invent the telephone.

……………………………………………………………………………………

7. Not until 1876/the world's first telephone/ exhibit publicly.

……………………………………………………………………………………

8. First complete sentence ever/ speak/ over the telephone/ 'Mr. Watson, come here. I want you.'

……………………………………………………………………………………

Expected answers:

Bell began to experiment with ways in which people could communicate over long distances. In 1874 he succeeded in inventing the telephone. However, it was not until 1876 that the world's first telephone was exhibited publicly. The first complete sentence ever spoken over the telephone was 'Mr. Watson, come here. I want you.'

## **Appendix 3** (continued)

9. Alexander Graham Bell / continue/ experiment/ his life.

.....................................................................................

10. Other inventions/ a new kind of record player/ play the world's first records made of wax.

.....................................................................................

11. Later/ he/ experiment/ kites/ develop/ the aeroplane/ certain ways.

.....................................................................................

12. He /even help/ make a hydrofoil.

.....................................................................................

13. He/ die/ 1922

.....................................................................................

Alexander Graham Bell continued experimenting all his life. His other inventions included a new kind of record player which played the world's first records made of wax. Later he experimented with kites and developed the aeroplane in certain ways. He even helped to make a hydrofoil. He died in 1922.

## LESSON PLAN

# Unit Fifteen

# *Wonders of the world*

**Lessons $N_o$ 6 - 7**

**Language Focus**

| | |
|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to form and use compound adjectives.<br>- By the end of the lesson, the students are able to use such passive forms as *It is said that ../ He is said that ...* |
| **Type of lesson** | - Grammar-based (compound adjectives, passive voice) |
| **Key Vocabulary** | - well-behaved - tailor-made - ready-made<br>- well-kept - self-made - custom-made |
| **Key structures** | - It is expected that more buildings will be built in this area.<br>- The Taj Mahal is believed to be a symbol of love. |
| **Anticipated problems** | - Some students may be too shy to share ideas with others. |
| **Materials** | - Textbook - Handouts<br>- Chalk and board - Poster & cards |

| **Stage / Timing** | **Procedure** | **Aims** | **Focus** | **Materials** |
|---|---|---|---|---|
| **1. Warm-up & lead-in**<br>(6-8') | **Game: Match up**<br>- Put SS into groups of six.<br>- Give each group a set of word cards below and a poster on which there are two columns **WELL-** and **–MADE**<br>* Word cards:<br>. known . ready . tailor . kept . self . dressed<br>. man . established . custom . hand . home . behaved<br>- Get groups to stick the cards to the appropriate columns to make meaningful adjectives.<br>- Allow SS 5 minutes to do the task.<br>- As the time is up, have the groups to stick their posters up on the board.<br>- The group which gets the highest number of correct words wins.<br>- Go over the adjectives with the whole class.<br>- Expected answers:<br>WELL-<br>. well-known, well-kept, well-dressed, well-established, well-behaved<br>- MADE<br>. ready-made, tailor-made, self-made, man-made, custom-made, hand-made, home-made | - To interest SS and introduce the target language<br>-To challenge SS with the forming of new words | Groups<br>T - SS | - Cards, posters<br>- Posters, glue & board |

| | | | | |
|---|---|---|---|---|
| **2. Word study**<br>(12-15') | Transition: - Tell SS that today they're going to learn more about these kinds of adjectives and other grammar points.<br>- Write down on the board: **Unit 15** **Language Focus**<br>**Compound adjectives**<br>- Get SS to put the adjectives into the correct categories.<br>Well +pp \| Noun + made \| Adjective + made | -To make a transition into the lesson | T-class | - Chalk & board |
| | **Ways sth is done** Well + pp → Adjectives<br>. ˌwell-ˈdressed = wearing fashionable and expensive clothes (ăn mặc chỉnh tề)<br>. ˌwell-beˈhaved = behaving in a way that other people think is polite or correct (ngoan, cư xử tốt)<br>. ˌwell-ˈkept = kept neat and in good condition (gọn gàng, được bảo quản tốt)<br>. ˌwell-eˈstablished = having a respected position, because of being successful, etc. over a long period (đứng vững, đã có từ lâu đời)<br>. ˌwell-ˈknown = known about by a lot of people (nổi tiếng) | - To present how compound adjectives are formed | T-SS | - Chalk & board |

| | | | | |
|---|---|---|---|---|
| | **Ways things are made** Noun/ adjective + made → Adjectives | | | |
| | . ˌhand-ˈmade = made by hand # machine-made (làm bằng tay # làm bằng máy)<br>. ˌman-ˈmade = made by people, not natural (do con người làm nên, nhân tạo)<br>. ˌcustom-ˈmade = designed and made for a particular person (chế tạo, thiết kế theo đơn đặt hàng riêng) | - To help SS understand the meanings of these compound adjectives | T-SS | - Chalk & board |
| | . ˌtailor-ˈmade = made for a particular person or purpose, and therefore very suitable (do thợ may làm/ may đo, hoàn toàn thích hợp)<br>. ˌhome-ˈmade = made at home, rather than produced in factory and bought in a shop/ store (được làm tại nhà)<br>. ˌself-ˈmade = (usually before noun) having becoming rich and successful through your own hard work (tự thành đạt) | | T-SS | |
| | . ˌready-ˈmade = ready to be used immediately (may sẵn, làm sẵn)<br>- Draw SS attention to the stress patterns of the compound adjectives. The primary stress falls on the second element, and the secondary stress is on the first one. (as shown above) | - For SS to learn the stress pattern | T-SS | - Chalk & board |
| (5-6') | **Activity 1: Meaning checking**<br>- Read out the explanations of meanings of the compound adjectives just | | | |

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| | presented in random order, and one by one.<br>- Get SS to speak out the equivalent compound adjectives.<br>- Elicit class opinions and give feedback. | - To check SS'under-standing of the C. adjectives | Indivi-duals | - Textbook |
| (8-10') | **Activity 2: Gap-filling** (Task b, textbook, p. 207)<br>- Put SS into pairs.<br>- Ask SS to fill each gap with one appropriate compound adjective just learnt.<br>- Call on some SS to speak out the answers and then write them up on the board.<br>- Go over the answers with the class. | -To enable SS to use the adjectives in contexts | Pairs | - Textbook |
| (8-10') | **Activity 3: Sentence building**<br>- Give each student a copy of the task.<br>**Use the prompts given to make meaningful sentences. Make any changes if necessary.**<br>1. She / seem/ tailor-made/ job /.<br>……………………………………………………<br>2. The audience / surprisingly/ well-behaved/ X's show/ last night/.<br>……………………………………………………<br>3. It/ well-known/ fact/ that/ caffeine / a stimulant/ .<br>…………………………………………………… | - To give SS a chance to practice building sentences | Pairs<br>Pairs | -Handouts |

| | | | | |
|---|---|---|---|---|
| | 4. He /enjoy/ gardening./ You/ surprised/ his / beautiful/ well-kept gardens/.<br>……………………………………………………………<br>5. My sister/ often/ wear/ custom-made clothes/.<br>……………………………………………………………<br>6. He/ proud/ the fact that/ he/ a self-made man/.<br>……………………………………………………………<br>- Ask SS to do the task in pairs.<br>- Call on SS to speak out the answers and then write them up on the board.<br>- Invite class opinions and give feedback.<br>Expected answers:<br>1. She seems tailor-made for the job.<br>2. The audience was surprisingly well-behaved at X's show last night.<br>3. It is a well-known fact that the caffeine is a stimulant.<br>4. He enjoys gardening. You'll be surprised at his beautiful and well-kept gardens.<br>5. My sister often wears custom-made clothes.<br>6. He was proud of the fact that he was a self-made man. | - To involve SS using other grammatical knowledge as well | Pairs<br>T-class | - Handouts |
| **3. Grammar**<br>(8-9') | **It is said that …/ He is said …** | - To present | T-SS | - Chalk & board |

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|  | It is said that he is 108 years old. = He is said to be 108 years old.<br>= People say that he is 108 years old.<br>1. We can use these structures with a number of other verbs, especially **think, believe, consider, report, know, expect, allege, understand** | how these passive structures are used | T-SS | - Chalk & board |
|  | . *The police are looking for a missing boy.*<br>It is believed that the boy is wearing a white pullover and blue jeans.<br>= The boy is believed to be wearing …<br>= People believe that the boy is wearing …<br>. *A friend of mine has been arrested.*<br>It is alleged that he kicked a policeman.<br>= He is alleged to have kicked a policeman.<br>= People/ They/ We allege that he kicked a policeman.<br>2. These structures are often used in news reports.<br>. It is reported that two people were injured in the explosion.<br>= Two people are reported to have been injured in the explosion. | - To provide SS with different ways of expressing the same meaning | T-SS | - Chalk & board |
| (5-7') | **Activity 1: Gap-filling** (Task a, textbook, p. 209)<br>- Ask SS to do the task individually.<br>- Call on SS to write the answers up on the board.<br>- Go over the answers with the whole class. | -To see if SS use the correct form of verbs or not | Individuals | - Textbook |

| | | | | |
|---|---|---|---|---|
| (12-15') | **Activity 2: Transformations** (Task b, textbook, pp. 209-210)<br>- Ask SS to do the task in pairs.<br>- Go round the class, giving help where needed.<br>- Call on SS to write the answers up on the board.<br>- Go over the answers with the whole class. | - For SS to practice using the passive structures in rewriting sentences | Indivi-duals<br>SS-SS | - Textbook |
| (8-10') | **Activity 3: Production**<br>- Ask SS to make sentences about themselves or their classmates, using the structures *It is said that Linh... / Linh is said , ....*<br>- Put SS into groups of four, and have them compare their sentences.<br>- Call on some SS to speak out their answers.<br>- Invite class opinions and make corrections in front of the whole class. | -Personal-lized task as a motivator | Indivi-duals<br>SS-SS | |
| **4. Home-work**<br>(1') | **Writing**<br>- Have SS write sentences using the compound adjectives they have learnt. | - To improve writing at sentence level | Indivi-duals | - Any relevant materials |

# LESSON PLAN

## *Unit Sixteen* *An English-Speaking World*

**Lessons $N_o$ 1-2** **Reading**

| | |
|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to scan for specific details.<br>- By the end of the lesson, the students are able to skim for general ideas.<br>- By the end of the lesson, the students know more about English-speaking countries. |
| **Type of lesson** | - Skill-based (reading) |
| **Key Vocabulary** | - lingua franca - emergence - dominant<br>- commerce - air traffic control - refer |
| **Key structures** | - So far, English has been the language of international air traffic control. |
| **Anticipated problems** | - Some students seem not willing to speak and share ideas. |
| **Materials** | - Textbook - Handouts<br>- Chalk and board - Pictures |

| Stage / Timing | Procedure | Aims | Focus | Materials |
|---|---|---|---|---|
| **1. Warm-up & lead-in**<br>(8 -10') | **Game: World Knowledge Quiz**<br>- Divide the class into two groups, A and B.<br>- Tell the groups to take turns to choose a number (1 – 8) and answer the question.<br>- With one correct answer, the group scores one point. If incorrect, the other group has the chance to answer and get the point.<br>- The group with more points wins the game.<br>- Check SS' understanding of instructions and let them start the game.<br>- Keep a running total of points for each group on the board.<br>- Declare the winner.<br>These are the questions for the quiz:<br>1. It's a multi-cultural country which borders Malaysia.<br>2. This is an island country whose capital is Manila.<br>3. The Statue of Liberty is located in this country.<br>4. This country owns a famous architectural building: The Opera House.<br>5. This country has many world-famous football clubs like Manchester United, Liverpool, Arsenal, and Chelsea.<br>6. In this country, there is a beautiful structure regarded as a symbol of eternal love: The Taj Mahal. | - To create interest, energize SS and challenge them with some general world knowledge | Groups<br>T-class | - Handouts<br>- Chalk & board |

| | | | | |
|---|---|---|---|---|
| | 7. It's a big country to the north of the USA.<br>8. It's an island country in the southern hemisphere and is the home of the flightless kiwi.<br>Expected answers: 1. Singapore 2. The Philippines 3. The USA 4. Australia 5. Great Britain 6. India 7. Canada 8. New Zealand<br>- From the answers, ask SS what the common thing of these countries is.<br>(Expected: They all use English as an official language. / They are all English-speaking countries.)<br>Transition: - That's right. In Unit 16 we'll get to know more about the English-speaking world.<br>- Write down on the board:<br>**Unit 16 An English-Speaking World - Reading** | - To engage SS, and introduce the topic | T-class | - Chalk & board<br>- Chalk & board |
| **2. Pre-reading**<br>(5 - 7') | **1. First, Second or Foreign Language?**<br>- Tell SS to look at the list of the countries and check (√) whether English is the first, second or foreign language in each country.<br>- Go over the answers with the class and ask SS to give explanations for their choice. | - For SS to have a view of English in the world | T-class | - Chalk & board |
| (5 - 7') | **2. Teaching Vocabulary**<br>- Teach some vocabulary items using synonyms, explanations or pictures.<br>. lingua franca /lɪŋgwə ˈfræŋkə/ (n.) = language used for communicating | - To | T-class | - Chalk & board |

|  |  |  |  |  |
|---|---|---|---|---|
|  | between the people of an area in which several languages are spoken (ngôn ngữ chung cho 1 cộng đồng nói nhiều thứ tiếng khác nhau)<br>• commerce / ˈkɒmɜːs / (n.) = trade; buying and selling of goods (thương mại)<br>E.g.: The government has made plans to promote commerce with the countries in the region.<br>commercial / kəˈmɜːʃl / (a.)<br>• emergence / ɪˈmɜːdʒəns / (n.) = advent, appearance of sth (sự xuất hiện)<br>emerge (v.)<br>• dominant / ˈdɒmɪnənt / (a.) = most important or prominent (nổi trội, vượt trội, thống trị)<br>E.g.: *Men are dominant in most leading positions.*<br>• refer / rɪˈfɜː(r) / (v.) = mention, speak of sb/sth (đề cập, nói đến) | provide some vocab. to facilitate reading |  | - Chalk & board |
|  | - Read the words one by one and ask SS to repeat. | - To practice pronunciation | T-class |  |
| (2 – 3') | **3. Checking Vocabulary: R.O.R**<br>- Rub out the first word and ask SS read the whole list of words again, continue with the next word and repeat until no word is left on the board. | - To review what just learned | T-class | - Chalk & board |
| (4 – 5') | **4. True – False Prediction**<br>- Ask SS to read the statements about the passage and say if they are true or false in their opinion. |  |  | - Textbook |

| | | | | |
|---|---|---|---|---|
| | - Ask for SS' ideas and check (√) their answers on the board for comparison later. | - For SS to express their opinions | Indivi-duals<br>T-class | |
| **3. While-reading**<br>(10-13') | **Activity 1: True, False or No Information?** (Task b, p.213)<br>- Tell SS to read the text and decide if the statements are true, false or there is no information about them in the text.<br>- Ask SS to work with a partner and compare answers.<br>- Call on SS to read the statements and say their choice.<br>- Ask SS to give explanations for their choice (to say where in the passage they get the information).<br>- Go over the answers with the class and then compare what SS have before they read with what they have after they read. | - To have SS practise reading for details | Indivi-duals<br>Pairs<br>T-class | - Textbook |
| (6 – 9') | **Activity 2: Facts or Opinions?** (Task c, p. 214)<br>- Elicit or/and explain to SS the difference between *fact* and *opinion*.<br>***Fact*** refers to something that is true or exists, while ***opinion*** refers to people's attitude, what they think or believe.<br>- Put SS into pairs and ask them to read the statements and decide if they are facts or just opinions.<br>- Call on SS to read the statements and say if they are facts or opinions.<br>- Ask SS to say why each statement is fact or opinion.<br>(Expected: 2. *I think* 5. *G. believes* 6. *Many people suppose*)<br>- Go over the answers with the class. | - For SS to recognize different kinds of information | Pairs | - Textbook |

| | | | | |
|---|---|---|---|---|
| (8 -10') | **Activity 3: Main Ideas – Matching headings with paragraphs**<br>- Write 5 phrases of headings on the board.<br>**A.** Why English so popular<br>**B.** Varieties of English<br>**C.** English – a language of international communication<br>**D.** English as one language<br>**E.** English - a dominant language in popular culture.<br>- Ask SS to read the text again and match the paragraphs with their suitable headings. Tell SS there is one extra that they don't need to use.<br>- Tell SS to compare answers with a partner.<br>- Call on SS to give their answers and then check with the whole class.<br>- Check with the whole class.<br>Expected answers: 1. C 2. A 3. E 4. B | - To have SS practise reading for main ideas | Indivi-duals<br>Pairs | - Textbook<br>- Chalk & board |
| (7 – 10') | **Activity 4: Gap Questions**<br>- Give out handouts of gapped sentences.<br>- Ask SS to complete the sentences with suitable words or phrases.<br>- Tell SS they can read the text again for information if necessary.<br>- Ask SS to work with a partner and compare answers.<br>- Call on SS to read their completed sentences and check with the class. | - To have SS | Indivi-duals | - Handouts |

| | | | | |
|---|---|---|---|---|
| | This is the handout:<br>*Complete each sentence with a suitable word or phrase according to the information in the text.*<br>1. English has become so popular partly thanks to the ______ ______ throughout the world.<br>2. According to David Graddol, English accounted for 80 % of ______ ______ in the 1990s.<br>3. Although all varieties of English are ______, they are different in many aspects in different ______.<br>Expected answers: 1. spread; of ; commerce<br>2. computer-based, communication 3. similar; countries | practise reading for missing information | Pairs | |
| **4. Post-reading**<br>(13-15’) | **Discussion**<br>- Arrange SS to work in small groups of 5 or 6.<br>- Ask them to discuss the following questions:<br>1. How is English used in Viet Nam?<br>2. Should English become Viet Nam’s second language in today’s global economy?<br>- Go around to monitor and give help if necessary.<br>- Call on SS to report about their groups and invite the class to give comments. | - To allow SS to speak freely and share . | Groups<br>T-class | - Chalk & board |

|  |  |  |  |  |
|---|---|---|---|---|
| **5. Home-work**<br>(2') | - Give feedback and comments.<br>**Writing**<br>- Ask SS to write a short paragraph of about 70 - 100 words about how English is used in Viet Nam.<br>These are some cues for SS to refer to:<br>- Where English is often used / required<br>- Who often uses English<br>- In what way English is often used (orally? In written form?)<br>- Is English essential in people's everyday life? | ideas<br>- Speaking as an integrated skill<br>- For SS to practise writing based on their discussion | Indivi-duals | - SS Notes |

# LESSON PLAN

## *Unit Sixteen* *An English-Speaking World*

**Lesson $N_0$ 3** Listening

| | |
|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to listen and understand the message.<br>- By the end of the lesson, the students are able to listen and pick up missing information. |
| **Type of lesson** | - Skill-based (listening) |
| **Key Vocabulary** | - etiquette<br>- voucher - pensioner |
| **Key structures** | - Flowers can be a wonderful gift to both men and women. |
| **Anticipated problems** | - Some students may have difficulty listening to the CD player in a large class. |
| **Materials** | - Textbook - CD player |

- Chalk and board
- Word Cards

| **Stage / Timing** | **Procedure** | **Aims** | **Focus** | **Materials** |
|---|---|---|---|---|
| **1. Warm-up & check-up**<br>(5 – 6') | **Game: 'Bring me'**<br>- Divide SS into two groups, A and B.<br>- Tell SS you are going to ask them to bring you something each time.<br>- Ask SS to listen carefully and follow your instructions.<br>- The first group to bring the thing you require wins one point. The group with more points wins the game.<br>- Give an example, check SS' understanding of instructions and let them start the game.<br>- Keep a running total of points for each group on the board.<br>- Declare the winner.<br>These are the suggested instructions for the game:<br>1. Bring me something to write with. (Expected: pen, pencil, chalk,…)<br>2. Bring me something to read. (Expected: book, magazine, newspaper, …)<br>3. Bring me something edible. (Expected: sweet, cake, …)<br>4. Bring me something square or rectangular. (Expected: a new eraser, pencil case, calculator, …) | - To energize SS and create interest | Groups<br>T-class | - Word cards |

|  |  |  |  |  |
|---|---|---|---|---|
|  | 5. Bring me something to write on.<br>(Expected: notebook, notepad, sheet of paper, …)<br>6. Bring me something colorful.<br>- Ask SS if it is easy for them to do and why.<br>- Tell SS it is easy because they know what you need them to bring you.<br>- Ask SS when they find it hard to decide what to bring to their friends or relatives. (Expected: to give a present at a party, …)<br>Transition: - 'Yes, sometimes it's difficult to decide what present to give to a friend or relative on a certain occasion. So are there any rules concerning present giving? In the listening today, we'll get to know something about the Americans' ways of offering gifts.'<br>- Write down on the board:<br>**Unit 16 An English-Speaking World - Listening** | - To introduce the topic | T-class | - Chalk & board |
| **2. Pre-listening**<br>(3 – 5') | **Brainstorming**<br>- Tell SS they are going to listen to a passage about the Americans' ways of offering gifts.<br>- Ask SS to list the words that they think they will hear in the listening.<br>- Write the words down on the board for checking later.<br>E.g.: present / gift, give, flowers, … | - To give SS an idea what they are going to listen to | T-class | - Chalk and board |
| **3. While-listening** | **Activity 1: Listen and Check (√)** | - To give SS a |  | - Chalk and board |

| | | | | |
|---|---|---|---|---|
| (5 – 6') | - Ask SS to listen to the CD and check (√) the words on the board that they hear.<br>- Play the CD again and check with class all the words that appear in the listening text. Circle the words. | reason to listen | Indivi-duals<br>T-class | - CD player |
| | **Activity 2**: **True – False Statements** (Task b, p.214) | | | |
| (6 – 8') | - Check if SS know the words *etiquette* and *voucher*.<br>. etiquette / ˈetɪket / (n.) = formal rules of correct and polite behavior in society (phép xã giao)<br>. voucher / ˈvaʊtʃə (r) / (n.) = document showing that money has been paid which can be exchanged for certain goods or services (phiếu mua hàng có chứng nhận đã trả tiền)<br>- Play the CD again, and ask SS to listen, read the statements and decide if they are true or false.<br>- Ask SS to compare answers with a partner.<br>- Call on SS to read the statements and give answers.<br>- Ask SS to give correct information for the statements that are false.<br>- Have SS listen again and go over the answers with the class. | - To practise listening and understanding the message | T-class<br>Indivi-duals | - Chalk & board<br>- Textbook<br>- CD player |
| | **Activity 3**: **Gap-fill** (Task c, p. 215) | | | |
| (7 – 8') | - Ask SS to listen to the first part again and complete the paragraph by filling in each blank with the missing information.<br>- Tell SS to compare answers in pairs. | - To develop listening for | Indivi-duals | - Textbook<br>- CD player |

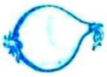
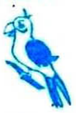
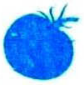
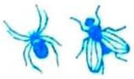
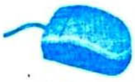
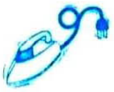
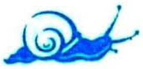
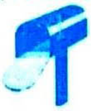
|  |  |  |  |  |
|---|---|---|---|---|
|  | - Call on SS to give their answers.<br>- Let SS listen again, and pause after each sentence or phrase so that SS can check their answers. | specific details | Pairs |  |
| **4. Post-listening**<br>(9 – 10') | **Discussion**<br>- Arrange SS to work in groups.<br>- Tell them to discuss the following questions:<br>1. On what occasions do you offer gifts to your friends or relatives?<br>2. Do you often give vouchers as gifts? Why? or Why not?<br>3. What and how Vietnamese people often offer gifts on special occasions such as weddings, birthday parties, …?<br>- Go around to monitor and give help if necessary.<br>- Call on some SS to report about their groups and share with the class.<br>- Give feedback and comments. | - To personalize the task and allow SS to speak freely | Groups<br>SS-SS<br>T-class | - Textbook<br>- Chalk & board |
| **5. Home-work**<br>(1') | **Sentence Making**<br>- Ask SS to make a few sentences about themselves, saying what and how they give presents to their friends or relatives on special occasions. | - More practice in writing | Indivi-duals | - Personal experience |

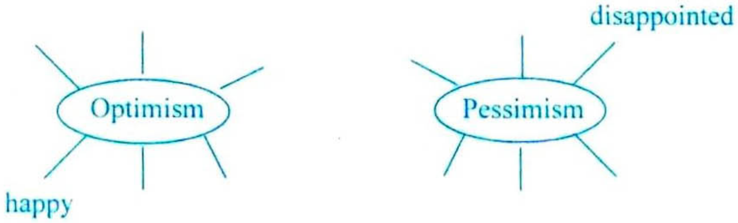
# LESSON PLAN

## Unit Sixteen An English-Speaking World

**Lesson N$_o$ 4** **Speaking**

| | |
|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to express optimism and pessimism.<br>- By the end of the lesson, the students are able to express themselves. |
| **Type of lesson** | - Skill-based (speaking) |
| **Key Vocabulary** | - optimism<br>- pessimism |
| **Key structures** | - The situation seems to be hopeless.<br>- It's very hopeful. |
| **Anticipated problems** | - Some students seem not confident enough to speak English. |
| **Materials** | - Textbook<br>- Picture<br>- Chalk and board<br>- Handouts |

| Stage / Timing | Procedure | Aims | Focus | Materials |
|---|---|---|---|---|
| **1. Warm-up & check-up**<br>(5 – 6') | **Game: Treasure Hunt**<br>- Divide the class into two groups, A and B.<br>- Stick 8 pictures of things (or draw the things) on the board.<br>- Tell SS to find out the treasure by combining the first letters in the names of these things. (Do not give them the names.)<br>- The first group to find the word will win the game.<br>- Check SS' understanding of instructions and have them start the game.<br>These are the pictures: → the word in the treasure is 'OPTIMISM'<br> (Onion)<br> (Parrot)<br> (Tomato)<br> (Insects)<br> (Mouse)<br> (Iron)<br> (Snail)<br> (Mailbox)<br>- Declare the winner.<br>- Ask SS: 'Optimism refers to an attitude of people. What does it mean?' (Expected: 'Optimism' is the tendency to expect the best in all things, or confidence in success.) | - To create interest, and to introduce the topic<br>- To make sure SS know what they are going to do | Groups<br>T-class | - Pictures<br>- Chalk & board |

| | | | | |
|---|---|---|---|---|
| | 'What is the opposite of 'optimism'?<br>(Expected: Pessimism)<br>Transition: - Should we be optimistic or pessimistic? Today we will practise expressing optimism and pessimism in different situations. | | T-class | |
| **2. Pre-Speaking**<br>(3 – 4') | - Write on the board:<br>**Unit 16 Speaking – Expressing Optimism and Pessimism**<br>**1. Brainstorming**<br>- Elicit from SS words expressing optimism and those expressing pessimism.<br><br> | - To elicit some vocab. | T-class | - Chalk & board<br>- Chalk & board |
| (4 - 5') | **2. Introducing Useful Language**<br>- Ask SS to work in pairs, read the exchanges and put the italicized phrases in the correct column.<br>- Check the answers with the whole class.<br>- Read some more phrases and ask SS to add them to the suitable column. | - To provide some | Pairs<br>T-class | - Chalk & board |

<table>
<tr>
<td></td>
<td>
<u>These are the phrases</u>:<br>
1. I believe he'll get better soon.<br>
2. She's hopeless.<br>
3. She thinks she's a failure.<br>
4. I'm sure you'll be OK.<br>
5. She gave up in despair.<br>
6. He often looks on the bright side of things.<br>
7. They feel desperate about …<br>
8. I'm not very hopeful about …<br>
<u>Expected answers</u>:
<table>
<tr><th><b>Optimism</b></th><th><b>Pessimism</b></th></tr>
<tr>
<td>- It's very hopeful about …<br>- I'm quite certain that …<br>- I hope he will …<br>- I'm very optimistic about …<br>- We should always hope for the best.<br>- I believe he'll get better soon.<br>- I'm sure you'll be OK.<br>- He often looks on the bright side of things.</td>
<td>- I feel depressed as …<br>- The situation seems to be hopeless.<br>- I think I'm a born loser.<br>- There's no hope of …<br>- She's hopeless.<br>- She thinks she's a failure.<br>- They feel desperate about …<br>- She gave up in despair.<br>- I'm not very hopeful about …</td>
</tr>
</table>
</td>
<td>language to facilitate speaking tasks later</td>
<td>T-class</td>
<td>- Chalk & board</td>
</tr>
</table>

|  |  |  |  |  |
|---|---|---|---|---|
| **3. While-Speaking**<br>(8 -10') | **Activity 1: Talking about the Situations** (Task b, p.216)<br>- Ask SS to work in pairs, read the situations and make an exchange expressing optimism or pessimism about what happens.<br>- Work with a student to give an example:<br>T. : I want to get a scholarship to study abroad, but I'm not very hopeful about that. My English is not good enough.<br>S. : Well, you may improve your English. Let's hope for the best.<br>- Check SS' understanding of instructions and let them start.<br>- Go around to monitor and give help if necessary.<br>- Call on pairs of SS to act out the exchanges for the situations.<br>- Give feedback and comments. | - For SS to practise using the structures | Pairs<br>T-class | - Textbook |
| (9 – 11') | **Activity 2: Personalization**<br>- Ask SS to work in small groups.<br>- Write down some prompts on the board.<br>- Ask SS to talk about themselves, whether they are optimistic or pessimistic about these matters, based on the prompts given.<br>- Remind SS to give reasons for they say.<br>These are the suggested prompts: | - To allow SS to speak freely about themselves | Groups | - Chalk & board |

| | | | | |
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| | ○ A job with a foreign company or a joint venture<br>○ Attending a university abroad<br>○ Winning a prize in a sporting event<br>○ Winning an English oratory contest<br>○ Passing the final exam<br>- Go around to monitor unobtrusively.<br>- Call on SS to report about their friends in the groups.<br>- Give feedback and comments. | | SS-SS<br>T-class | |
| **4. Post-Speaking**<br>(7 – 8') | **Writing about yourself**<br>- Tell SS to write a few sentences about themselves and their friends, expressing their optimism or pessimism about the problems mentioned above.<br>- Move around to control and check.<br>- Call on some SS to read their sentences and invite SS to give responses.<br>- Give feedback and comments. | - To integrate writing skill | Individuals | - SS notes |
| **5. Homework**<br>(1') | **Language Review**<br>- Ask SS to revise the expressions used to express optimism and pessimism. | - Sth to do at home | Individuals | - Textbook |

# LESSON PLAN

## *Unit Sixteen* An English-Speaking World

**Lessons N$_0$ 5** **Writing**

| | | |
|---|---|---|
| **Outcomes** | - By the end of the lesson, the students are able to write a description of a famous place.<br>- By the end of the lesson, the students are able to write a report about a famous place. | |
| **Type of lesson** | - Skill-based (writing) | |
| **Key Vocabulary** | - impressed<br>- bustling | - charity<br>- cosmopolitan |
| **Key structures** | - Oxford is not only famous for its architecture. | |
| **Anticipated problems** | - Some students seem not willing to express themselves even in writing. | |
| **Materials** | - Textbook<br>- Chalk and board | - Handouts<br>- Sheets of paper |

| **Stage / Timing** | **Procedure** | **Aims** | **Focus** | **Materials** |
|---|---|---|---|---|
| **1. Warm-up & lead-in**<br>(4 – 5') | **Game: 'Slow Reveal'**<br>- Put a picture behind a piece of paper. (**Appendix**)<br>- Reveal the picture in stages (allow SS to see only part of it). At each stage, ask SS to identify what they can see and what the whole picture might be.<br>- Encourage differences of opinion and promote discussion.<br>- The first student to call out what the picture is wins the game.<br>(Expected: The Great Wall of China)<br>Ask SS: 'What do you know about the Great Wall?'<br>Transition: - The Great Wall is one of the very famous places in the world. Today, we'll learn how to write a report about a famous place.<br>- Write down on the board:<br>**Unit 16 Writing a Report about a Famous Place** | - To arouse interest and introduce the lesson | T-class<br>T-class | - Picture<br>- Chalk & board |
| **2. Pre-writing**<br>(5 – 6') | **Activity 1: Questions and Answers**<br>- Write down some questions on the board.<br>- Tell SS to work in pairs.<br>- Ask them to read the report about Oxford City and then answer the questions.<br>- Go over the answers with the class. | - To focus SS on the key information given | Pairs | - Chalk & board |

| | | | | |
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| | These are the questions and their suggested answers: | | | |
| | 1. What is Oxford famous for?<br>(Expected: its University and place in history) | | | - Chalk & board |
| | 2. What is Oxford like today?<br>(Expected: Today, it's a bustling cosmopolitan city, home to a growing hi-tech community.) | | | |
| | 3. Where are businesses located?<br>(Expected: in and around the city) | | | |
| | 4. What is Oxfam?<br>(Expected: It's a charity which raises money to help poor people all over the world.) | | | |
| | 5. Is Oxford well worth a visit? Why?<br>(Expected: Yes, because there is plenty to enjoy and to do.) | | | |
| (4 – 5') | **Activity 2: General Outline of the Description** | | | |
| | - From the reading and questions, elicit from SS the general outline of the description. | - To provide SS with some ideas of what to include | T-class | - Chalk & board |
| | **Outline**<br>○ Introduction to the city<br>○ The city's history and development<br>○ Other features of the city<br>○ Why the city is worth visiting | | Pairs | - Handouts |

| | | | | |
|---|---|---|---|---|
| (4 – 5') | **Activity 3: Introducing Useful Language**<br>- Introduce to SS some useful expressions to talk about a place.<br>**Useful Expressions**<br>. It is famous for …<br>. It has been / is home to …<br>. It is a bustling city.<br>. Many businesses are located in …<br>. It is a popular attraction for …<br>. … is well worth a visit / visiting<br>. the main … area of the city lies …<br>. … appreciate the charm | - To provide some language to facilitate writing tasks after | T-class | - Chalk & board |
| (6 – 7') | **Activity 4: Categories**<br>- Put SS into small groups of 4 or 5.<br>- Give each group a handout of adjectives & phrases about cities and a table.<br>- Ask SS to put the words and phrases (facilities) into the correct column.<br>- Go around to monitor and give help if necessary.<br>- Call on SS to read the words or phrases in each column and check with the whole class.<br>- Give feedback and comments. | - To provide some language and ideas relating to the topic | Groups | - Handouts |

This is the handout:

*Put the words and phrases of into the correct column.*

picturesque
car park
school
museum
sports center
swimming pool
restaurant
art gallery
railway station
crowded
health center
historic
shopping center
hectic
bus service
lively
theater
university
hotel
spacious

| Descriptive adjectives | Culture | Education | Sports | Transport | Other |
|---|---|---|---|---|---|
| picturesque | | | | | hotel |

Expected answers:

| Descriptive adjectives | Culture | Education | Sports | Transport | Other |
|---|---|---|---|---|---|
| picturesque<br>crowded<br>historic<br>hectic<br>lively<br>spacious | theater<br>art gallery<br>museum | school<br>university | sports center<br>swimming pool | car park<br>railway station<br>bus service | hotel<br>restaurant<br>health center<br>shopping center |

T-class

- Handouts

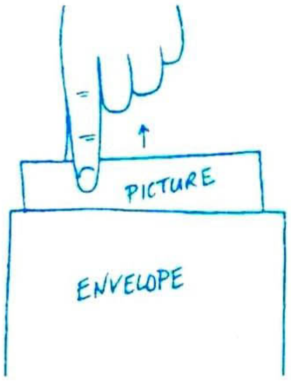
Groups

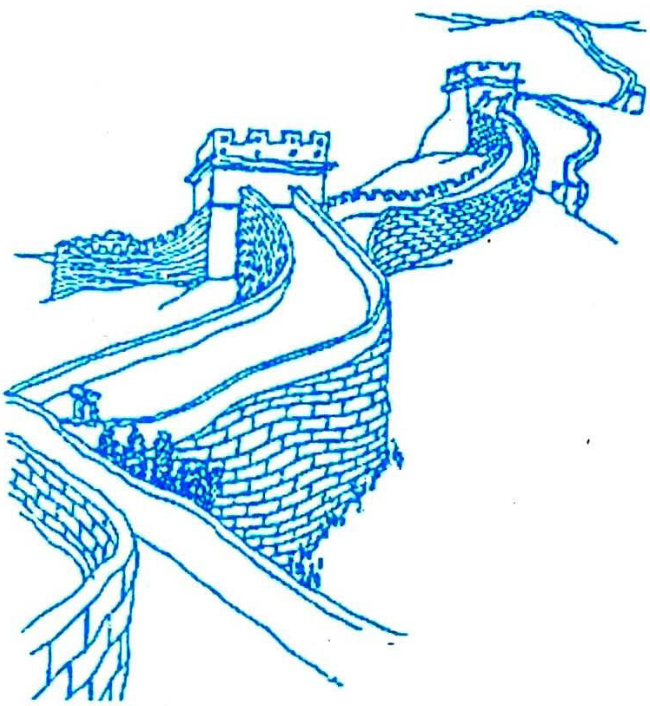
T-class

|  |  |  |  |  |
|---|---|---|---|---|
| **3. While-writing**<br>(12-15’) | **Writing it up**<br>- Ask SS to write a description of a famous place they know well following the outline and the expressions given above.<br>- Move around to monitor and give help if necessary.<br>- When SS have finished, collect their writings for correction later. | - For SS to practise writing a report themselves | Individuals | - Chalk & board<br>- Sheets of paper |
| **4. Post-writing**<br>(4 – 5’) | **Peer correction**<br>- Arrange SS to work in small groups of 5.<br>- Deliver five pieces of writing to each group.<br>- Ask the groups to read the descriptions together, give correction or improvement if necessary. Then tell them to choose the best one.<br>- Go around to monitor and check.<br>- Call on some SS to write their groups’ best descriptions on the board.<br>- Ask SS to read the descriptions together and give correction if necessary and then choose the best one.<br>- Give feedback and comments. | - For SS to correct and learn from friends | Groups<br>SS-SS | - Sheets of paper |
| **5. Homework**<br>(1’) | **Revising reports**<br>- Give SS their writings back and ask them to go over their descriptions and check again. | - Sth to do at home | Individuals | - Sheets of paper |

### Appendix: Game - Slow Reveal

(Put a picture) in a large envelope or...


PICTURE
ENVELOPE



## LESSON PLAN

# Unit Sixteen An English-Speaking World

**Lessons N$_0$ 6 - 7** **Language Focus**

| | |
|---|---|
| **Outcomes** | - By the end of the lesson, the students learn more words related to people and cities.<br>- By the end of the lesson, the students are able to use comment tags and question tags.<br>- By the end of the lesson, the students are able to use conditional sentences. |
| **Type of lesson** | - Grammar-based (*Comment tags*, *Question tags*, and *Conditionals*) |
| **Key Vocabulary** | - sophisticated<br>- reserved - prosperous |
| **Key structures** | - You look upset, don't you?<br>- Unless you take a taxi, you will miss your train. |
| **Anticipated problems** | - Some students seem too shy to share ideas and learn from friends. |
| **Materials** | - Textbook - Picture cards<br>- Chalk and board - Pieces of paper |

| **Stage / Timing** | **Procedure** | **Aims** | **Focus** | **Materials** |
|---|---|---|---|---|
| **1. Warm-up**<br>(5 – 7') | **Game: Categories**<br>- Ask SS to take out a piece of paper and divide it into three columns.<br>- Give each column a category title: *City*, *People* and *Other*.<br>- Tell SS you are going to read a list of words.<br>- Ask SS to listen and write the words in the correct columns under *City*, *People* or *Other*. If a word fits both city and people, put it in both columns. If it does not belong to either *City* or *People*, put it in *Other*.<br>- Check SS' understanding of instructions and start the game.<br>- Check with the class the words in each category.<br>- Any SS with all or the most correct words in the columns wins the game.<br>- Declare the winner.<br>These are the words used in the game:<br>excited<br>polluted<br>optimistic<br>native<br>industrial<br>wealthy<br>old<br>capital<br>reserved<br>expensive<br>bored<br>historic<br>prosperous<br>powerful<br>exciting<br>crowded<br>cosmopolitan<br>sophisticated<br>popular<br>boring<br>elderly<br>small<br>upset<br>famous<br>antique<br>modern<br>busy<br>home<br>etiquette<br>hopeful | - To create interest and to introduce the language point | Indivi-duals | - Pieces of paper<br>- Chalk & board |

<table>
<tr>
<td>2. Word study<br>(6 – 8')</td>
<td>Expected answers:<br>
<table>
<tr><th>City</th><th>People</th><th>Other</th></tr>
<tr><td>old, prosperous, popular, polluted, capital, powerful, boring, modern, exciting, busy, expensive, crowded, small, home, industrial, cosmopolitan, wealthy, historic, famous</td><td>excited, old, popular, powerful, boring, modern, optimistic, reserved, elderly, busy, native, small, bored, upset, wealthy, sophisticated, famous, hopeful</td><td>antique, etiquette,</td></tr>
</table>
Transition: - Some words can be used to describe both cities and people, while some others can be used for only one category.<br>
- Write down on the board: **Unit 16** **Language Focus**<br>
**Words Related to People and Cities**<br>
**Activity 1: Gap-filling** (Task b, p. 218)<br>
- Ask SS to read the exchanges in Task b, p. 218 and complete the sentences with suitable words from the table above.<br>
- Call on pairs of SS to read the exchanges and check the answers with the class.<br>
- Check if SS know the meanings of all the words and phrases.</td>
<td>- To practise using the words in context</td>
<td>T-class<br>T-class<br>Indivi-duals<br>Pairs</td>
<td>- Chalk & board<br>- Chalk & board<br>- Textbook</td>
</tr>
</table>

| | | | | |
|---|---|---|---|---|
| (5 – 7') | **Activity 2: Personalized Questions**<br>- Tell SS to work with a partner, write a few sentences in answer to the following questions, using words in the table or words of their own:<br>1. What is your city or town like?<br>2. What are the people in your city or town like?<br>- Call on SS to introduce their hometown and read their sentences about it.<br>- Invite SS to give comments on their friends' ideas.<br>- Give feedback and comments. | - To allow SS to speak freely about their hometown | T-class<br>SS-SS | - Chalk & board |
| **3. Gram-mar**<br>(10-12') | **Comment Tags and Question Tags**<br>- Write down on the board these sentences:<br>1. A: The situation seems very hopeful.<br>B: *It does.*<br>2. A: It's cold today, *isn't it?*<br>B: Yes, quite cold.<br>- Tell SS the phrase *It does* in (1) is a kind of comment on what A said. And the phrase *isn't it?* in (2) is a kind of question.<br>- Elicit from SS the form, and use of the structures.<br>**Comment Tags**:<br>**Form**: S (personal pronoun) + auxiliary? / Really? | - To introduce a new language point | T-class | - Chalk & board |

| | | | | |
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| | **Use**: Comment tags are used to confirm or express agreement with what the other says. *Really?* is used to express surprise.<br>**Question Tags:**<br>**Form:** Positive statement + negative tag (aux. + n't + pron.)<br>Negative statement + positive tag (aux + pron.)<br>**Use**: A question tag is a short question added on to a statement. When a tag is spoken with a falling intonation, the speaker thinks the statement is true, and is inviting other people to continue the conversation. The tag is not really a question. When a tag is spoken with a rising intonation, the speaker is less sure. And the tag is more like a question.<br>The answer **yes** means that the positive is true, and **no** means that the negative is true. | | T-class | - Chalk & board |
| (6 - 8') | **Activity 1**: **Dialogue Completion** (Task, p.219)<br>- Arrange SS to work in pairs.<br>- Tell SS to complete the dialogues with suitable tags.<br>- Ask SS to practise the dialogues.<br>- Call on pairs to act out the exchanges and check with the whole class. | - To give some controlled practice | Pairs | - Textbook |
| (7 -8') | **Activity 2**: **Talking about the Present Situation**<br>- Divide the class into small groups. | - For SS to use the | | |

<table>
<tr>
<td><br><br><br><br>(9 - 10')</td>
<td>- Tell SS in their groups to make sentences about the present situations and give comments or responses.<br>- Give an example:<br>S1: It's nice today, isn't it?<br>S2: Yes, it really is.<br>- Move around to monitor and give help if necessary.<br>**Conditional Sentences**<br>- Give a revision of conditional sentences<br>❖ **Conditional Type 1** (Future / Present Possible)<br>***Form:***
<table>
<tr><td>***if***<br>**clause**</td><td>***if* + subject + simple present verb**<br>*(**present continuous** and **present perfect** can also be used)*</td></tr>
<tr><td>**main**<br>**clause**</td><td>**subject + *will* + verb**<br>*(other modal verbs like **can, might, should,** ... can be used)*</td></tr>
</table>
***Use:***<br>**The first conditional** is used to talk about things which may happen in the present or the future.
<table>
<tr><th>Example</th><th>Explanation</th></tr>
</table>
</td>
<td>in a real context<br><br><br><br>- To give a revision of another grammar point</td>
<td><br>Groups<br><br><br><br>T-class</td>
<td>board<br><br><br><br>- Chalk & board</td>
</tr>
</table>

| | |
|---|---|
| If it is nice tomorrow, I'll come to see you. | *It may be nice; I may come to see you. This is possible.* |

If the "if" clause comes first, a comma is usually used. If the "if" clause comes second, there is no need for a comma.

- ❖ **Conditional Type 2** (Present Untrue)

***Form:***

| | |
|---|---|
| *if* clause | ***if* + subject + simple past verb** |
| main clause | **subject + *would* + verb** |

***Use:***

**The second conditional** is used to talk about things which are *unreal* (not true or not possible) in the present or the future -- things which *don't or won't happen*:

| Example | Explanation |
|---|---|
| We could attend the meeting if we didn't have to work now. | *We have to work now – that is impossible.* |

- ❖ **Conditional Type 3** (Past Untrue)

***Form:***

- To give some revision

T-class

- Chalk & board

- Chalk & board

| | |
|---|---|
| *if* clause | ***if*** **+ subject + past perfect verb (/ had + p.p)** |
| main clause | **subject +** ***would (or could, or might) have*** **+ p. p)** |

***Use:***

- **The third conditional** is used to talk about things which DID NOT and COULD NOT happen in the past. It is often used to express criticism or regret.
- **The third conditional** is also used to talk about an event that did not happen because of the condition in the if clause; it is often used for excuses:

| **Example** | **Explanation** |
|---|---|
| If you had saved your money, you could have bought a computer. | Criticism: *You didn't save your money, so now you can't afford a computer.* |
| If we had played a little better, we could have won the game. | Regret: *We didn't play well, so we lost the game.* |
| If I had gone with you, you wouldn't have lost your way. | Excuse: You lost your way because I didn't go with you. |

**Other Conditional Expressions**

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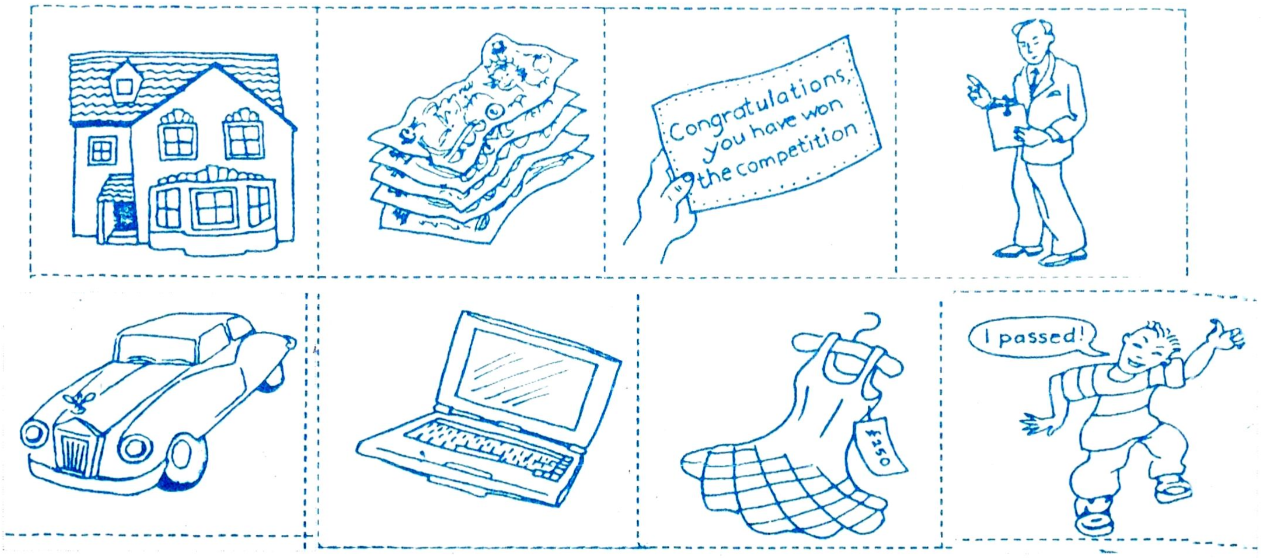
|  |  |  |  |  |
|---|---|---|---|---|
| (5 - 7') | a. **Unless + clause** = If … not (present)<br>b. **In case + clause** = If + clause (present)<br>c. **Without + noun phrase** = If + clause<br>d. **But for + noun phrase** = If + clause (past perfect)<br>e. **Provided + clause** = on the condition that; if + clause<br>f. **Supposing + clause** = If + clause (past subjunctive)<br>g. **Three forms of inversion of conditionals:**<br>- **Should + S + V** = If + S + present<br>- **Were + S + C** = If + S + were (past subjunctive)<br>- **Had + S + p.p** = If + S + past perfect | - To provide some alternative structures | T-class | - Chalk & board |
| (5 - 6') | **Activity 1: Gap-filling** (Task a, p. 219)<br>- Ask SS to read the sentences and complete each one with a suitable word from the box.<br>- Go over to monitorand note down mistakes for correction later.<br>- Tell SS to compare answers in pairs and then go over the answers with the class. | - To provide some controlled practice on the language point | Indivi-duals | - Textbook |
| (4 - 5') | **Activity 2: Verb Forms** (Task b, p.220)<br>- Ask SS to read the sentences and put the verbs in the correct tense.<br>- Tell SS to pay attention to the time of the action. | - More practice |  | - Textbook |

| | | | | |
|---|---|---|---|---|
| | - Call on SS to read their completed sentences and ask for explanation why they choose a certain type of conditional.<br>- Go over the answers with the whole class. | on verb forms | Indivi-duals | |
| (10-12') | **Activity 3: Who collects the most cards?**<br>- Divide the class into small groups.<br>- Give each group two sets of picture cards. **(Appendix)**<br>- Ask SS to shuffle the cards (keep them in two sets) and then to put both sets face down in piles on the table.<br>- One player should then turn up a card from each pile and put them on the table where everyone in the group can see them.<br>- The first player to make a sentence combining the two ideas can collect the cards, e.g. (turning up *dress* and *man*): *'If I had a rich boyfriend, I can buy that dress.' 'If I were him, I wouldn't wear that dress.'*<br>- Then another player turns up 2 cards for everyone to see and continue.<br>- If the group cannot think of a sentence, they just leave the cards face up on the table and draw another 2 from the piles. Then any card can be combined with any other on the table.<br>- The player who collects the most cards is the winner.<br>- Tell SS to write down some of their sentences as they produce them.<br>- Go around to monitor unobtrusively.<br>- Call on SS to read out their sentences, correcting mistakes and giving feedback. | - To provide freer practice in an interesting way and encourage SS creativity in making sentences of their own | Groups<br>Indivi-duals | - Picture cards |

| | | | | |
|---|---|---|---|---|
| **4. Home-work** | **Sentence Transformation**<br>- Ask SS to do Task c, p.220 in the textbook. | - More practice at home | Indivi-duals | - Textbook |

**Appendix: Picture Cards - Who collects the most cards?**


Congratulations, you have won the competition
$250
I passed!

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